**Lincoln Land Community College**

**Course Title:** Landscape Lake Sampling **Course ID: WLM102**

**Credit Hours:** 3.0 **Lecture hours:** 3 **Clinical / Lab Hours:** 2

**Catalog Description:**

This course prepares students in a variety of sampling protocols for landscape aquatic settings. Toxicity tests and field sampling are taught, discussed, and practiced. Once lake water sampling protocols are mastered, students learn how to interpret results. This course has an in-class and in-field setting. Extensive student participation is required.

**Prerequisites:** Basic computer skills for word processing; performing internet searches and completing internet-based instruction and assessments, including discussion boards; sending & receiving email; basic math skills and reading skills.

**David Bowman - Instructor**

**Office Location/Office Hours:** WCC1145 WorkForce Careers Center – Office Hours to Be Determined

**Contact Information:** PHONE: 217-786-2317

**Textbook(s):**  Black Board-supplied Course Instruction and Assessment Materials; Lab / Clinical materials will be available through subsequent handouts.

**Course Goals:**

* Identify human influences on urban aquatic settings and how humans are affected by such pollution and/or treatments.
* Identify biological indicators and determine effects on the lake.
* Recognize differing mechanisms of water pollution in urban and suburban watersheds.
* Diagnose aquatic environmental problems.
* Identify causes of water pollution and the effects on biological organisms.
* Describe interactions between biological indicator species and other organisms in urban aquatic settings.
* Interpret treatment options or complexities of treatment for urban aquatic setting.

**Successful online students:**

* **Are open minded and willing to participate in their learning experience**

An online student must assume an active role in their learning process and understand the important characteristics necessary to succeed.

* **Are comfortable communicating through writing**

Virtually all communication in the online classroom occurs in writing and it is important that online students are prepared to express themselves in writing.

* **Are self-motivated and self–disciplined**

While online classes provide students with the convenience and flexibility to attend college from almost anywhere, there is an added level of student responsibility to maintain the pace of the course work and to complete assignments on time.

* **Are able to commit the time to an online class**
It is important that students enrolling in online courses recognized that these courses require an equivalent amount of time, study, reading and assignment completion as traditional courses. Online students need to be prepared to commit this amount of time to each course.
* **Possess the necessary technical skills**
It is essential that an online student already has the skills to navigate the Internet, as well understands basic computing, email functions, and word processing.

Discussion Board Grading

Participation in the Discussion Board is required for this course. Students are expected to actively participate in the Discussion Board each week of class.

You are encouraged to not only respond with your answer to the Discussion Board question, but to respond to the posts of your classmates and stimulate further discussion on the topic.

This discussion question is meant to question your idea of how an Agricultural Watershed Management system should look or how it should operate. After watching the introduction video, you should start to see the significance of conservation values and methods in the study of agricultural watershed management/nutrient loss reduction.

Example: Please answer this question with regards to the conservation systems concept of agricultural watershed management. Consider that how we practice nutrient conservation can affect at least seven generations of people to come. Throughout this week, log on to the discussion board to view one of your peer’s discussion entry and comment on that entry. By doing this, you can give them feedback or start a discussion. If you do not respond to someone else’s post, you will lose 5 points of this assignment. Please review rubric below for details on points.

Discussion Board Posting Etiquette

When posting in the Discussion Board, please remember the following:

1. Stay on topic.
2. Use correct grammar, spelling, and avoid using slang. Proofread before you post.
3. Be concise and avoid rambling with your personal opinions.
4. Do not type in ALL CAPS. This is considered “yelling” and is disrespectful.
5. Be respectful of others’ opinions and backgrounds.
6. Do not post personal, identifiable information. The Discussion Board is public to all class members, therefore you should not post any information you do not want to remain private.
7. Think before you “speak”. Make sure you have not made comments that will offend or embarrass others.

| Element | Excellent | Proficient | **Partially Proficient** | **Below Proficient** | **Unsatisfactory** | **Points** |
| --- | --- | --- | --- | --- | --- | --- |
| Discussion Question | 5 points The question is answered thoroughly, with a well thought out idea.  |  4 points The answer to the discussion question is an idea, but is not fully explained or developed.  | 3 pointsThe answer was somewhat proficient but could have been expanded upon | 2 points- 1 pt.The answer was minimal and did not address much of the issues or topics in order to open up a discussion | 0 points Assignment was not completed | \_\_/5 |
| Peer Feedback | 5 points The feedback and comments were thought-provoking and had substance |  4 pointsThe feedback was good but could be expanded upon | 3 pointsThe comments made were minimal and did not provide much depth | 2 points- 1 pt.The comment was one sentence that did not expand upon the discussion topic | 0 pointsNo response or feedback given to a peer | \_\_/5 |
| Total points |  |  |  |  |  | \_\_/ 10 |

**Course Policies:**

Black Board (BB) is a web-based online learning platform for virtual job training, workforce development, and certification. Its flexible architecture and open-source software enables organizations to easily create, share, and reuse learning materials. BB's workforce training capabilities have been recognized by colleges, government agencies and businesses. Portions of this course contain BB architecture, including reading assignments and assessment tools.

These being hybrid courses, like online courses, are a benefit to the student who is unable to access traditional education. As a hybrid course, the student reaps the combined benefits of online courses and traditional face-to-face courses. While a significant amount of course time is spent online, hybrid students do meet occasionally with their instructor and classmates on prearranged dates and times throughout the semester. Those meeting times are ***required***. Be aware of those dates prior to enrolling in this course and be prepared to attend these on-campus sessions.

**Evaluation:**

Student achievement in the reading phases will be evaluated on the basis of preparation, practice, and performance segments identified in the course, its schedule and grading sections. Student achievement in the laboratory phases will be evaluated on the basis of accuracy and completeness of reports – Laboratory Activities, and of skills developed in the performance of manipulative tasks as evidence by understanding and workmanship of laboratory assignments.

1,000 TOTAL POINTS – Breakdown as Follows: Category Points

Unit Reading/Discussion Assignments (10 pts. /ea.) 200

Lab Assignments (20 pts. /ea.) 200

Periodic/Chapter Quizzes (20 pts. /ea.) 100

Exams – 1, 2, 3 (100 pts. /ea.) 300

Final Exam 200

Extra Credit Assignment by Instructor TBD

Letter grades are determined by the following percentages:

**A = 910 – 1060 B = 810 – 909 C = 710 – 809 D = 601-709**

**F = BELOW 600**

Course Learning Units/Points Calendar

In The Following Unit Sequence:

|  |  |
| --- | --- |
| **Unit 1 – Introduction to Landscape Lake Sampling** | **Points**  |
| Discussion BoardsReading Assignments | 25 |
| Lab #1 | 25 |
| Quiz #1 (Part A - Glossary)Quiz #1 (Part B - Introduction) | 1010 |
|   |   |
| **Unit 2 – Laboratory Samples** |   |
| Reading AssignmentsDiscussion Boards  | 25 |
| Lab #2 | 25 |
|  |  |
| **Complete Exam # 1** | **100** |
|  |  |
| **Unit 3 – Landscape Lake Surveys** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #3 | 25 |
| Quiz #2 | 20 |
|   |   |
| **Unit 4 – Instantaneous Methods of Sampling** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #4 | 25 |
| Quiz #3 | 20 |
|  |  |
| **Unit 5 – Lake Water Soils and Vegetation** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #5 | 25 |
|  |  |
| **Complete Exam 2** |  **100** |
|  |  |
| **Unit 6 – Lake Bioassays** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #6 | 25 |
| Quiz #4 | 20 |
|  |   |
| **Unit 7 – Result Interpretation** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #7 | 25 |
|  |  |
| **Complete EXAM 3** |  **100** |
|  |  |
| **Unit 8 – Case Studies of Landscape Lake Sampling** |   |
| Reading AssignmentsDiscussion Boards | 25 |
| Lab #8 | 25 |
| Quiz #5 | 20 |
|   |   |
| **Complete FINAL EXAM** | **200** |
|  |  |
| **TOTAL** | **1000** |
| **Extra Credit (as approved by instructor)** | **(to be determined)** |
|  |  |
| **GRAND TOTAL POINTS** | **1000** |