

GRADING

Grade	Assignment	Description
25%	<i>Participation & Discussion</i>	Students are expected to contribute to class discussion in multiple ways: arriving with the assigned readings completed in advance, answering oral questions, formulating questions, listening attentively to others, and taking notes. <i>See Participation Grading Rubric for details.</i>
3 x 25%	<i>Exams</i>	Students will complete three examinations. Format will be discussed in class.

REQUIRED MATERIALS

Text Rental. Percival, Robert, et al. 2018. *Environmental Regulation: Law, Science, and Policy, 8th Edition*. Kluwer Publishing. **(ENVREG)**

Learning Management System (CANVAS). Course materials are distributed through the University's learning management system. *Students are responsible for having access to materials during travel.*

COMMUNICATION AND TECHNOLOGY

All course-related information will be communicated via classroom announcement, university email account, or the learning management system (Canvas). Please check emails frequently along with Canvas to ensure you are getting all relevant information.

Your attention is important to the success of this discussion-based course. *Restrict smartphone usage to before and after class.* Smartphone use will impact significantly your 'Participation & Discussion' grade.

POLICIES

Academic Misconduct: All UWSP policies student rights and responsibilities relevant to this course are defined in [Chapter 14](#) of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

Equal Access: If you have a challenge requiring classroom accommodation, please contact UWSP [Disability Services Office](#) with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

SCHEDULE

Week	Date	Topic	Assignment
1	01.24 - 01.28	Introduction	
Unit 1: Statutory and Administrative Framework			
2	01.31 - 02.04	Institutional Framework	ENVREG: p. 174-196
3	02.07 - 02.11	Approaches to Regulation	ENVREG: 142-173
4	02.14 - 02.18	Rulemaking	ENVREG: 234-277
5	02.21 - 02.25	NEPA	ENVREG: p. 911-941 CANVAS: Wisconsin's WEPA, section 1.11 and NR 150
6	02.28 - 03.04	Environmental Impact Statements	ENVREG: p. 941-976 CANVAS: EIS (Electronic devices may be used to access materials during class.)
Unit 2: Water			
7	03.07 - 03.11	CWA: Statute	ENVREG: p. 673-696
8	03.14 - 03.18	CWA: Permits	ENVREG: p. 696-727
	03.21 - 03.25	Spring Break	
9	03.28 - 04.01	CWA: Permits	ENVREG: p. 746-793
10	04.04 - 04.08	Wisconsin: Benlab & ACT21	CANVAS: Kent, Paul. <i>Wisconsin Water Law in the 21st Century: Understanding Water Rights and Regulations.</i> p.212-226; 235-258
11	04.11 - 04.15	Safe Drinking Water Act	ENVREG: p. 284-294 Case Study: Lead exposure in Flint, Michigan
Unit 3a: Air			
12	04.18 - 04.22	Clean Air Act	ENVREG: p. 524-569
13	04.25 - 04.29	CAA: NAAQS	ENVREG: p. 571-610
Unit 3b: Waste			
14	05.02 - 05.06	Hazardous Waste: RCRA	ENVREG: p. 350-375; 386-395
15	05.09 - 05.13	Hazardous Waste: CERCLA	ENVREG: p. 409-419; 449-484
16	05.16 - 05.20	<i>Final Exam Period</i>	

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
Listening	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
Preparation	<input type="checkbox"/> Arrives fully prepared with all assignments completed.	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
Quality	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
Frequency	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
Grade	Description		
<i>A</i>	<i>Strong</i> in all categories.		
<i>B</i>	<i>Strong</i> in most categories but <i>Needs Development</i> in others.		
<i>C</i>	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
<i>D</i>	<i>Unsatisfactory</i> in multiple categories.		
<i>F</i>	<i>Unsatisfactory</i> in nearly all categories.		

*Adapted from John Immerwahr, Villanova University, 2008.