

ENV H 105 A Sp 25: Toxic Tales: Building Skills For Academic Success Through The Study Of Poisons

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ENVH 105: Toxic Tales: Building Skills for Academic Success Through the Study of Poisons

Spring Quarter, 2025

Location: Instructional Center (ICT) room 226 .

Contact information

Instructors: Therese Mar, PhD (she/her) , Director, OMAD Instructional Center
Gordon Maeha (he/him) , Biology Instructor, OMAD Instructional Center

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Guest Speakers

Dr. Leah Spence (she/her) [leahs@uw.edu \(mailto:leahs@uw.edu\)](mailto:leahs@uw.edu)

Writing Instructor, TRIO Student Support Services

Dr. Todd Sperry (he/him) [tsperry@uw.edu \(mailto:tsperry@uw.edu\)](mailto:tsperry@uw.edu)

McNair Scholars & Early Identification Programs

Course times and locations

Lecture: T, Th 10:30- 11:20 AM Instructional Center room 226

Course Description

In this course students will develop academic skills through the study of basic toxicology. With historic and present day “toxic tales,” we will explore some fundamental concepts of toxicology such as dose response, routes of exposure and factors influencing toxicity. In this context, students will develop skills for academic success, including higher order thinking skills such as analysis, synthesis and evaluation; presentation skills; study strategies; time management; personal accountability and resiliency.

Course Objectives

- Promote study skills and learning strategies necessary for success in STEM courses. This will include: understanding one’s learning style, reading textbooks, note taking, time management and organization, personal accountability, resiliency, and connecting to resources.
- Provide an introductory overview of the fundamentals of toxicology. By acquiring some familiarity to the basic building blocks of toxicology, students will be able to build upon their interest and knowledge in subsequent courses.

Grading

This course includes lectures and group discussions on study skills. Grades are based on quizzes, study skills assignments, class participation, a class presentation and the final exam

Quizzes 30%

Study skills assignments and class participation 40%

Presentation 15%

Final exam 15%

Class presentation

Students will make short presentation on historical or current topic “hot topic” related to toxicology. This may be something that has appeared in the news or scientific literature. **Do not pick a toxicant that was discussed in class (arsenic, mercury, nicotine, or lead).** The presentation must include:

- background of the toxicant
- how people are exposed
- evidence from scientific literature
- Significance of this event to the field of environmental health/toxicology : eg. biological effects, routes of exposure, risk assessment, policy, environmental /social justice

Tentative Weekly Outline

Week 1

April 1 [History of toxicology The dose makes the poison](#)

(<https://canvas.uw.edu/courses/1719017/files/118413781?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/118413781/download?download_frd=1)

April 3 Study Skill of the week: [Bloom's taxonomy, critical thinking skills](#)

(<https://canvas.uw.edu/courses/1719017/files/118425492?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/118425492/download?download_frd=1)

Week 2

April 8 [Factors that affect toxicity: Principles of Toxicology](#)

(<https://canvas.uw.edu/courses/1719017/files/118861426?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/118861426/download?download_frd=1)

April 10 Study Skill of the Week: [Time management, avoiding procrastination](#)

(<https://canvas.uw.edu/courses/1719017/files/118863766?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/118863766/download?download_frd=1)

Week 3

April 15 [Toxic Tale of Arsenic](#) (<https://canvas.uw.edu/courses/1719017/files/119386130?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/119386130/download?download_frd=1)

April 17 Study Skill of the week: [Adaptability-- Lessons from Nature](#)

(<https://canvas.uw.edu/courses/1719017/files/119114377?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/119114377/download?download_frd=1)

Week 4

April 22 Guest speaker - Leah Spence: [Introduction to Mindfulness](#)

(<https://canvas.uw.edu/courses/1719017/files/119367586?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/119367586/download?download_frd=1) [Mindfulness](#)

[PowerPoint slides](#) (<https://canvas.uw.edu/courses/1719017/files/119367586?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/119367586/download?download_frd=1)

April 24 Study skill of the week: [Study Habits](#) (<https://canvas.uw.edu/courses/1719017/files/119429179?wrap=1>)_ ↓

(https://canvas.uw.edu/courses/1719017/files/119429179/download?download_frd=1)

Week 5

April 29 **Toxic Tale of Lead** (<https://canvas.uw.edu/courses/1719017/files/119386151?wrap=1>)_ ↓
(https://canvas.uw.edu/courses/1719017/files/119386151/download?download_frd=1)

May 1 Study skill of the week: **Growth Mindset** (<https://canvas.uw.edu/courses/1719017/files/119686292?wrap=1>)_ ↓ (https://canvas.uw.edu/courses/1719017/files/119686292/download?download_frd=1)

Week 6

May 6 **Toxic Tales Mercury** (<https://canvas.uw.edu/courses/1719017/files/119978905?wrap=1>)_ ↓
(https://canvas.uw.edu/courses/1719017/files/119978905/download?download_frd=1)

May 8 Study Skill of the week: **Fact or Fiction** (<https://canvas.uw.edu/courses/1719017/files/120050989?wrap=1>)_ ↓ (https://canvas.uw.edu/courses/1719017/files/120050989/download?download_frd=1)

Week 7

May 13 **Toxic Tales Nicotine** (<https://canvas.uw.edu/courses/1719017/files/119386161?wrap=1>)_ ↓
(https://canvas.uw.edu/courses/1719017/files/119386161/download?download_frd=1)

May 15 Study Skill of the week: **Presentation Skills**
(<https://canvas.uw.edu/courses/1719017/files/120380418?wrap=1>)_ ↓
(https://canvas.uw.edu/courses/1719017/files/120380418/download?download_frd=1)

Week 8

May 20 Todd Sperry **Learning and Memory** (<https://canvas.uw.edu/courses/1719017/files/121107926?wrap=1>)_ ↓ (https://canvas.uw.edu/courses/1719017/files/121107926/download?download_frd=1)

May 22 **Environmental Justice – Afton North Carolina**
(<https://canvas.uw.edu/courses/1719017/files/120641950?wrap=1>)_ ↓
(https://canvas.uw.edu/courses/1719017/files/120641950/download?download_frd=1)

Week 9

May 27 Guest presentation Leah Spence

May 29 Guest Speaker - DEOHS

Week 10

June 3 Class presentations

June 5 Class presentations




Land Acknowledgement

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

Important Policies & Resources


Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.



The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](#)  (<https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121>). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#)  (<https://sph.washington.edu/students/academic-integrity-policy>). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](#)  (<https://www.washington.edu/cssc/>).

Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu  (<https://depts.washington.edu/uwdrs/>).

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)  (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)  (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Course Summary:

Date	Details	Due
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