

# Course Syllabus

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## COURSE DETAILS

### Meeting Times & Location

- Asynchronous content on your own
- Synchronous via ZOOM on Tuesdays from 6 - 7:50 pm
  - Zoom link: <https://washington.zoom.us/j/96913962943?pwd=4JltLabvZxO5FeBcPyOOGVbSavvHZK.1> (<https://washington.zoom.us/j/96913962943?pwd=4JltLabvZxO5FeBcPyOOGVbSavvHZK.1>)
  - Zoom passcode: 111SPR25

### Course Description

This course is an introduction to environmental health concepts in a 3-credit course. It examines current events to illustrate and better appreciate the relationship between environment and health. It also explores whether an environmental condition is an important threat to health. Through foundational content and guest lectures, this course emphasizes the connection to public health practice, environmental justice, and the role environmental public health professionals play in keeping communities safe.

No textbook is required. Required readings are available under Modules. If you have an emerging or unique issue requiring you to miss 2+ consecutive classes or submit an assignment on time, please use our **Special Request Form** to communicate with the teaching team before it is due.

### Your Instructional Team



**Emily Hovis** (she/her)

*DEOHS Assistant Teaching Professor*

*ehovis@uw.edu*

*Office Hours by Appointment*

**Mariah Rubin**

*Teaching Assistant & Current DEOHS MPH Student*

*mvrubin@uw.edu*

*Office Hours by Appointment*

## LEARNING GOALS

Upon completion of this course, students should be able to:

1. Identify major current and historic environmental health hazards.
2. Describe the various approaches to identifying and studying these hazards.
3. Describe the various exposure pathways and routes of human exposure to environmental hazards.
4. Describe the various approaches to link environmental exposures to human health effects.
5. Describe the major agencies, programs, and organizations involved in environmental and occupational health protection.

Describe the major public health policies that have been established to protect humans from exposure to environmental and occupational hazards.

## STUDENT RESPONSIBILITIES

Each student is expected to:

1. Prepare for each class session by completing assigned readings and quizzes, participating actively in course discussions, and engaging with guest speakers.
2. Complete all graded requirements and activities (see the Grading/Assessment of Learning section below).
3. Come to class on time, conform to zoom meeting norms (keeping your camera on, staying on mute, raising hand when asking questions, participating in the chat), give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.



Laptops and other electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might disrupt class should be turned off.

## GRADING/ASSESSMENT OF LEARNING

Activities must be submitted on Canvas by the specified due date. Any exceptions should be communicated in advance to the teaching team through Disability Resources for Students (DRS) or the Special Request Form. At the end of the term, your final grade will be determined based on the weighted cumulative score of all assignments. Please ensure you manage your time effectively to meet all course requirements.


## Asynchronous Class Assignments [20%]

Active participation in asynchronous classes is required to help students engage with and retain the recorded lecture material. To encourage you to rest and recover from a potential illness experienced during the quarter, I will drop your two lowest grades in this assignment category. Below are descriptions of the most common assignments in this category:

 <b>Quick-Writes</b>	<p>Students will individually complete Canvas-administered “quick-writes” based on the day’s topic. These are generally short answer responses (1-2 sentences/question) entered into Canvas while watching the asynchronous lecture. <b><i>Credit/no credit. 10 points per quick-write.</i></b></p>
 <b>Discussion Posts</b>	<p>Occasionally, students will be prompted to post on a Canvas discussion board before class. Our first discussion post assignment will occur during the first week of class so we can all get introduced to each other in this online setting. Discussion posts will also be used when we have guest lecturers who will be joining us during synchronous instruction days. <b><i>Credit/no-credit. 10 points per post.</i></b></p>

## Synchronous Class Assignments [20%]

Active participation in synchronous classes is required to help students engage with and retain the course material. Most synchronous classes will include active learning through group discussions or activities. To encourage you to rest and recover from a potential illness experienced during the quarter, I will drop your two lowest grades in this assignment category. Below are descriptions of the most common assignments in this category:

 <b>Reading Checks</b>	<p>Students are required to complete a short "open-book" multiple-choice reading check before coming to most synchronous classes. The checks ensure students have viewed the pre-class material, so all are prepared to participate during in-class activities. <b><i>Graded. 5 points per check.</i></b></p>
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## Learning Group Activities

Learning groups are designed to help students engage in discussions, case studies, and other learning activities. Groups will complete a Google Doc during class, and each student must complete a short reflection summarizing their discussion at the end of class. **Credit/no-credit. 10 points per activity.**

## Module Quizzes [30%]

These quizzes are available through Canvas and will cover key content from the module readings, lectures, activities, and discussions. These open-book multiple-choice quizzes are designed to keep you engaged in the material and to help you (and us!) assess whether you are learning as you go. Although you are encouraged to use your class materials to help answer these questions, you must complete these independently. I will drop your lowest quiz grade in this assignment category. **Graded. 20 points per quiz.**

## Synthesis Assignments [30%]

<b>Elevator Pitch</b>	Early in the quarter, students will record an <a href="https://canvas.uw.edu/courses/1696469/assignments/8914882">elevator pitch</a> ( <a href="https://canvas.uw.edu/courses/1696469/assignments/8914882">https://canvas.uw.edu/courses/1696469/assignments/8914882</a> ) that describes what environmental health is and why we should care about it. Students will reflect on their elevator pitches later in class. <b>Graded. 10 points.</b>
<b>Infographic or Blog</b>	Toward the middle of the quarter, students will create an <a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">infographic or blog post</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">https://canvas.uw.edu/courses/1799163/assignments/10068509</a> ) on an environmental health subject of their choice. Students will then view and <a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">provide comments on peer submissions</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">https://canvas.uw.edu/courses/1799163/assignments/10068509</a> ) based on course learnings. <b>Graded. 20 points.</b>
<b>Public Comment</b>	Later in the quarter, students will write a <a href="https://canvas.uw.edu/courses/1696469/assignments/8914895">public comment</a> ( <a href="https://canvas.uw.edu/courses/1696469/assignments/8914895">https://canvas.uw.edu/courses/1696469/assignments/8914895</a> ) on a recent environmental health policy (law or regulation) that was considered. Public comment is one part of the rule-making process, where agencies request public input on community impacts of the proposed legislation. <b>Graded. 10 points.</b>

A 4.0 scale will be calculated using the following conversion:

*Table 1. 4.0 Scale to Percentage Conversion*

4.0 Scale	Percentage	4.0 Scale	Percentage	4.0 Scale	Percentage
4.0	≥98.0%	2.8	≥84.2%	1.6	≥70.4%

3.9	≥96.8%	2.7	≥83.0%	1.5	≥69.2%
3.8	≥95.7%	2.6	≥81.9%	1.4	≥68.1%
3.7	≥94.5%	2.5	≥80.7%	1.3	≥66.9%
3.6	≥93.4%	2.4	≥79.6%	1.2	≥65.8%
3.5	≥92.2%	2.3	≥78.4%	1.1	≥64.6%
3.4	≥91.1%	2.2	≥77.3%	1.0	≥63.5%
3.3	≥89.9%	2.1	≥76.1%	0.9	≥62.3%
3.2	≥88.8%	2.0	≥75.0%	0.8	≥61.2%
3.1	≥87.6%	1.9	≥73.8%	0.7	≥60.0%
3.0	≥86.5%	1.8	≥72.7%	0.0	<60.0%
2.9	≥85.3%	1.7	≥71.5%		

## TENTATIVE SCHEDULE

**Disclaimer:** Below is a rough outline of Canvas content and in-class activities. The syllabus, readings, and/or lecture schedule are all subject to change. Any changes will be announced in class and posted as an announcement on Canvas.

WEEK	DAY	DATE	SUBJECT AREA
1	1	Asynchronous	Course Introduction & Fundamentals of Environmental Health (Asynchronous)

	2	Synchronous 4/1	EPH Practice & Environmental Justice (via Zoom)
2	3	Asynchronous	Hazards & Risks
	4	Synchronous 4/8	Climate & Health (via Zoom) <ul style="list-style-type: none"> <li>• <u><a href="https://canvas.uw.edu/courses/1799163/quizzes/2159239">Module Quiz: Foundational EPH Concepts (due Sunday)</a></u> (<a href="https://canvas.uw.edu/courses/1799163/quizzes/2159239">https://canvas.uw.edu/courses/1799163/quizzes/2159239</a>)</li> </ul>
3	5	Asynchronous	Introduction to Chemical Hazards
	6	Synchronous 4/15	Heavy Metals with Eddie (via Zoom) <ul style="list-style-type: none"> <li>• <u><a href="https://canvas.uw.edu/courses/1799163/assignments/10068505">Synthesis Assignment #1: EPH Elevator Pitch (due Sunday)</a></u> (<a href="https://canvas.uw.edu/courses/1799163/assignments/10068505">https://canvas.uw.edu/courses/1799163/assignments/10068505</a>)</li> </ul>
4	7	Asynchronous	Pesticides with Pablo & Elizabeth
	8	Synchronous 4/22	Synthetic Industrial Chemicals with Eddie (via Zoom) <ul style="list-style-type: none"> <li>• <u><a href="https://canvas.uw.edu/courses/1799163/quizzes/2159246">Module Quiz: Chemical Hazards (due Sunday)</a></u> (<a href="https://canvas.uw.edu/courses/1799163/quizzes/2159246">https://canvas.uw.edu/courses/1799163/quizzes/2159246</a>)</li> </ul>
5	9	Asynchronous	Introduction to Biological Hazards & Waterborne Pathogens
	10	Synchronous 4/29	Foodborne Pathogens (via Zoom) <ul style="list-style-type: none"> <li>• <u><a href="https://canvas.uw.edu/courses/1799163/assignments/10068503">Synthesis Assignment #2: Part 1 - Infographic/Blog Post (due Sunday)</a></u> (<a href="https://canvas.uw.edu/courses/1799163/assignments/10068503">https://canvas.uw.edu/courses/1799163/assignments/10068503</a>)</li> </ul>
6	11	Asynchronous	Zoonotic Diseases & Vectorborne Pathogens with Marguerite
	12	Synchronous 5/6	Airborne Pathogens & Legionella Mock Outbreak Investigation (via Zoom)

			<ul style="list-style-type: none"> <li>• <b><u>Module Quiz: Biological Hazards (due Sunday)</u></b> (<a href="https://canvas.uw.edu/courses/1799163/quizzes/2159242">https://canvas.uw.edu/courses/1799163/quizzes/2159242</a>)</li> </ul>
7	13	Asynchronous	Introduction to Physical Hazards
	14	Synchronous 5/13	"Natural" Hazards with Resham (via Zoom) <ul style="list-style-type: none"> <li>• <b><u>Synthesis Assignment #2: Part 2 - Peer Review (due Sunday)</u></b> (<a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">https://canvas.uw.edu/courses/1799163/assignments/10068509</a>)</li> </ul>
8	15	Asynchronous	Extreme Heat & Risk Communication
	16	Synchronous 5/20	Radiation with Dr. Sheldwin (via Zoom) <ul style="list-style-type: none"> <li>• <b><u>Module Quiz: Physical Hazards (due Sunday)</u></b> (<a href="https://canvas.uw.edu/courses/1799163/quizzes/2159247">https://canvas.uw.edu/courses/1799163/quizzes/2159247</a>)</li> </ul>
9	17	Asynchronous	Introductions to Psychosocial Hazards
	18	Synchronous 5/27	A Case Study in Psychosocial Hazards (via Zoom) <ul style="list-style-type: none"> <li>• <b><u>Synthesis Assignment #3: Public Comment (due Sunday)</u></b> (<a href="https://canvas.uw.edu/courses/1799163/assignments/10068510">https://canvas.uw.edu/courses/1799163/assignments/10068510</a>)</li> </ul>
10	19	Asynchronous	Shifting from Disasters to Resilience
	20	Synchronous 6/3	Career Panel & Course Wrap-Up (via Zoom) <ul style="list-style-type: none"> <li>• <b><u>Module Quiz: Psychosocial Hazards (due Sunday)</u></b> (<a href="https://canvas.uw.edu/courses/1799163/quizzes/2159218">https://canvas.uw.edu/courses/1799163/quizzes/2159218</a>)</li> </ul>
11 - FINALS WEEK			Finals Week
<b>NOTE: All assignments (except extra credit) must be submitted on Canvas by June 8, 2025. Late penalties apply and submissions past this date will not be graded.</b>			


## COURSE POLICIES




**Disclaimer:** The course policies below are all subject to change, up until the start of the quarter.

## 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, unauthorized use of artificial intelligence (AI) tools, 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. 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 & Accommodation

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](mailto:disability.uw.edu).

## Use of Generative Artificial Intelligence in Coursework

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Here is an example of appropriate attribution language: 'The author generated this text in part with AI tools. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.'

## Bias Concerns



The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

## Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance ourselves from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important—share it. It will enrich others.
- My students' and colleagues' viewpoints are important—listen to them. Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Ask questions when I don't understand something.
- Surface my feelings in such a way that we make it easier for others to surface theirs.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of either-or thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

## Illness Protocols and Safety

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. Follow the [COVID-19](#)

**Public Health Flowchart** [↗\(https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf\)](https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf) if you have COVID-19 symptoms, exposure or test positive, and adhere to the **UW Face Covering Policy** [↗\(https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy\)](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy).

Additional recommendations include getting your **annual flu shot** (<https://wellbeing.uw.edu/flu-vaccination/>) and getting boosted with the updated COVID vaccines (available **at clinics and pharmacies, as well as through UW Medicine** [↗\(https://www.washington.edu/coronavirus/vaccines/\)](https://www.washington.edu/coronavirus/vaccines/) and local health agencies).

>Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to cancel class because the instructor or a guest speaker is unable to attend, we will send all registered students an email and/or post a CANVAS announcement.

## Excused Absence from Class

Students are expected to attend class and participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university-sponsored activities should provide a written notice to the instructor ahead of the absence. Submit a special request form at least 24 hours before the anticipated absence(s). The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

## Equity, Diversity, and Inclusion

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

## Grades for Group Assignments

In most cases, all group members will receive the same grade on group assignments. Under extreme circumstances, group members may receive different grades. For example, if a group member does not

contribute/communicate/collaborate with the team, that member will not receive the grade shared by other members. Please see the assignment rubrics for additional information on how to document group assignment participation. *This language is used with permission from Anjolie Ganti.*

## Health & Wellness Support

We need to take care of ourselves inside and outside of class. Start with the Husky Health and Well-Being site for a comprehensive list of Husky Health and wellbeing supports on campus, including: food assistance, substance use, and getting connected to support at <https://wellbeing.uw.edu> (<https://wellbeing.uw.edu/>).

For support within the School of Public Health, you can reach out to Jen Nguyen ([jenquan8@uw.edu](mailto:jenquan8@uw.edu) (<mailto:jenquan8@uw.edu>)), advisors, or your instructors for additional support. Additional mental health support is available through the UW Counseling Center at 206.543.1240 or by going to <https://www.mentalhealth.uw.edu> (<https://www.mentalhealth.uw.edu/>).

UW also offers real-time and confidential connection to Licensed Mental Health counselors 24/7 through the Husky HelpLine at 206.616.7777 as well as through chat through the website: <https://wellbeing.uw.edu/huskyhelpline/> (<https://wellbeing.uw.edu/huskyhelpline/>).

## Late Assignment Policy

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%. Students may request an assignment extension by submitting a special request form at least 24 hours before the due date.

## Notice to Student - Use of Plagiarism Detection Software

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

## Personal Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We invite everyone to share their pronouns. Professor Hovis uses she/her pronouns. Your TA, Mariah, uses she/her pronouns.

## Religious Accommodations

Washington state law requires that UW develop a policy for the 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 accommodation, is available at [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/).

## Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

## Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
  - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
  - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.



If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the bias concerns link. The University also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/).

## SPH Land Acknowledgment





Washington State is [home](https://www.washingtontribes.org/tribes-map/) to 29 federally recognized and five unrecognized tribes. Land acknowledgment statements demonstrate our collective humility and respect for the original caretakers of the land that we occupy. I encourage you to explore the original settlers of the land you occupy by visiting the [Native Land digital map](https://native-land.ca/). As such:











- My workplace at the University of Washington: I acknowledge 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.
- My home in Centralia, WA: I acknowledge the Chehalis and Cowlitz people, who have been stewards of these lands and waters since time immemorial.

## Writing Resources

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the [SPH website](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)  [\\_ \(https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf\)](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf) and on the [DEOHS intranet](https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)  [\\_ \(https://portal.deohs.washington.edu/index.php/academic-support-writing-resources\)](https://portal.deohs.washington.edu/index.php/academic-support-writing-resources).

## Course Summary:

Date	Details	Due
Mon Mar 31, 2025	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068468">Asynchronous Class 1 Quick-Write: What is Environmental Public Health?</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068468">_ (https://canvas.uw.edu/courses/1799163/assignments/10068468)</a>	due by 11:59pm
	 <a href="#">Class 1 (Asynchronous): Course Intro &amp; Fundamentals of Environmental Public Health (EPH)</a>	to do: 11:59pm
Tue Apr 1, 2025	 <a href="https://canvas.uw.edu/calendar?event_id=4172948&amp;include_contexts=course_1799163">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172948&amp;include_contexts=course_1799163">_ (https://canvas.uw.edu/calendar?event_id=4172948&amp;include_contexts=course_1799163)</a>	6pm to 8pm
	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068480">Pre-Synchronous Class 2 Reading Check: Public Health Practice &amp; Environmental Justice</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068480">_ (https://canvas.uw.edu/courses/1799163/assignments/10068480)</a>	due by 6pm

Date	Details	Due
Sun Apr 6, 2025	 <a href="#">Class 2 (Synchronous): EPH &amp; Environmental Justice (EJ)</a>	to do: 6pm
	 <a href="#">Synchronous Class 2 Learning Group Activity: EPH &amp; EJ</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068487">https://canvas.uw.edu/courses/1799163/assignments/10068487</a> )	due by 11:59pm
	 <a href="#">Pre-Course "Get to Know You" Survey</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068497">https://canvas.uw.edu/courses/1799163/assignments/10068497</a> )	due by 11:59pm
	 <a href="#">Pre-Course "Syllabus Quiz"</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068488">https://canvas.uw.edu/courses/1799163/assignments/10068488</a> )	due by 11:59pm
	 <a href="#">Week 1 Discussion Post: Introductions (Foundational Concepts Module)</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068506">https://canvas.uw.edu/courses/1799163/assignments/10068506</a> )	due by 11:59pm
Mon Apr 7, 2025	 <a href="#">Asynchronous Class 3 Quick-Write: Hazards, Exposures &amp; Risks</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068475">https://canvas.uw.edu/courses/1799163/assignments/10068475</a> )	due by 11:59pm
	 <a href="#">Class 3 (Asynchronous): Is the risk of exposure to environmental hazards shared equitably?</a>	to do: 11:59pm
Tue Apr 8, 2025	 <a href="#">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4172949&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172949&amp;include_contexts=course_1799163</a> )	6pm to 8pm
	 <a href="#">Pre-Synchronous Class 4 Reading Check: Climate Change &amp; Health</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068481">https://canvas.uw.edu/courses/1799163/assignments/10068481</a> )	due by 6pm
	 <a href="#">Class 4 (Synchronous): What is the relationship between climate change and environmental public health?</a>	to do: 6pm





















Date	Details	Due
	 <a href="#">Synchronous Class 4 Learning Group Activity: Evaluating &amp; Communicating Risk During a Wildfire Smoke Event</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068482">https://canvas.uw.edu/courses/1799163/assignments/10068482</a>	due by 11:59pm
Sun Apr 13, 2025	 <a href="#">MODULE QUIZ: Foundational EPH Concepts</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068492">https://canvas.uw.edu/courses/1799163/assignments/10068492</a>	due by 11:59pm
Mon Apr 14, 2025	 <a href="#">Asynchronous Class 5 Quick-Write: Intro to Chemical Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068472">https://canvas.uw.edu/courses/1799163/assignments/10068472</a>	due by 11:59pm
	 <a href="#">Class 5 (Asynchronous): What is an exposure pathway?</a>	to do: 11:59pm
	 <a href="#">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172950&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172950&amp;include_contexts=course_1799163</a>	6pm to 8pm
Tue Apr 15, 2025	 <a href="#">Pre-Synchronous Class 6 Reading Check: Heavy Metals</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068483">https://canvas.uw.edu/courses/1799163/assignments/10068483</a>	due by 6pm
	 <a href="#">Class 6 (Synchronous): What are the health risks of heavy metal exposure?</a>	to do: 6pm
	 <a href="#">Synchronous Class 6 Learning Group Activity: Exploring Lead Poisoning Case Study</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068466">https://canvas.uw.edu/courses/1799163/assignments/10068466</a>	due by 11:59pm
Sun Apr 20, 2025	 <a href="#">SYNTHESIS ASSIGNMENT #1: Environmental Public Health Elevator Pitch</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068505">https://canvas.uw.edu/courses/1799163/assignments/10068505</a>	due by 11:59pm
Mon Apr 21, 2025	 <a href="#">Class 7 (Asynchronous): What are the health risks of pesticide exposure?</a>	to do: 11:59pm

















Date	Details	Due
	 <a href="https://canvas.uw.edu/calendar?event_id=4172951&amp;include_contexts=course_1799163">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172951&amp;include_contexts=course_1799163">(https://canvas.uw.edu/calendar?event_id=4172951&amp;include_contexts=course_1799163)</a>	6pm to 8pm
Tue Apr 22, 2025	 <a href="#">Class 8 (Synchronous): What are the health risks of synthetic industrial chemical exposure?</a>	to do: 6pm
	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068476">Synchronous Class 8 Learning Group Activity: Unpacking the Public Health Impacts of PFAS 'Forever Chemicals'</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068476">(https://canvas.uw.edu/courses/1799163/assignments/10068476)</a>	due by 11:59pm
Sun Apr 27, 2025	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068500">MODULE QUIZ: Chemical Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068500">(https://canvas.uw.edu/courses/1799163/assignments/10068500)</a>	due by 11:59pm
	 <a href="https://canvas.uw.edu/calendar?event_id=4172952&amp;include_contexts=course_1799163">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172952&amp;include_contexts=course_1799163">(https://canvas.uw.edu/calendar?event_id=4172952&amp;include_contexts=course_1799163)</a>	6pm to 8pm
Tue Apr 29, 2025		
	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068490">Synchronous Class 10 Learning Group Activity: Exploring Foodborne Outbreaks</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068490">(https://canvas.uw.edu/courses/1799163/assignments/10068490)</a>	due by 11:59pm
Sun May 4, 2025	 <a href="https://canvas.uw.edu/courses/1799163/assignments/10068503">SYNTHESIS ASSIGNMENT #2 - Part 1: Infographic/Blog Post</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068503">(https://canvas.uw.edu/courses/1799163/assignments/10068503)</a>	due by 11:59pm
Tue May 6, 2025	 <a href="https://canvas.uw.edu/calendar?event_id=4172953&amp;include_contexts=course_1799163">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172953&amp;include_contexts=course_1799163">(https://canvas.uw.edu/calendar?event_id=4172953&amp;include_contexts=course_1799163)</a>	6pm to 8pm
	 <a href="#">Synchronous Class 12 Learning Group Activity: Legionella Mock Outbreak</a>	due by 11:59pm

Date	Details	Due
	<a href="#"> Investigation</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068470">https://canvas.uw.edu/courses/1799163/assignments/10068470</a> )	
Sun May 11, 2025	<a href="#"> MODULE QUIZ: Biological Hazards</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068496">https://canvas.uw.edu/courses/1799163/assignments/10068496</a> )	due by 11:59pm
Tue May 13, 2025	<a href="#"> ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4172954&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172954&amp;include_contexts=course_1799163</a> )	6pm to 8pm
	<a href="#"> Synchronous Class 14 Learning Group Activity: Exploring Public Health Impacts of Extreme Heat</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068489">https://canvas.uw.edu/courses/1799163/assignments/10068489</a> )	due by 11:59pm
Sun May 18, 2025	<a href="#"> SYNTHESIS ASSIGNMENT #2 - Part 2: Peer Review</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068509">https://canvas.uw.edu/courses/1799163/assignments/10068509</a> )	due by 11:59pm
Tue May 20, 2025	<a href="#"> ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4172955&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172955&amp;include_contexts=course_1799163</a> )	6pm to 8pm
Tue May 27, 2025	<a href="#"> ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4172956&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172956&amp;include_contexts=course_1799163</a> )	6pm to 8pm
	<a href="#"> Synchronous Class 18 Learning Group Activity: Psychosocial Hazards at Work Case Studies</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068491">https://canvas.uw.edu/courses/1799163/assignments/10068491</a> )	due by 11:59pm
Sun Jun 1, 2025	<a href="#"> SYNTHESIS ASSIGNMENT #3: Public Comment Assignment</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068510">https://canvas.uw.edu/courses/1799163/assignments/10068510</a> )	due by 11:59pm

Date	Details	Due
Tue Jun 3, 2025	 <a href="#">ENV H 111 A Sp 25: Exploring Environment And Health Connections</a> <a href="https://canvas.uw.edu/calendar?event_id=4172957&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4172957&amp;include_contexts=course_1799163</a>	6pm to 8pm
	 <a href="#">Asynchronous Class 11 Quick-Write: Zoonotic Diseases &amp; COVID-19</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068485">https://canvas.uw.edu/courses/1799163/assignments/10068485</a>	
	 <a href="#">Asynchronous Class 13 Quick-Write: Intro to Physical Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068474">https://canvas.uw.edu/courses/1799163/assignments/10068474</a>	
	 <a href="#">Asynchronous Class 15 Quick-Write: Climate &amp; Health Equity</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068495">https://canvas.uw.edu/courses/1799163/assignments/10068495</a>	
	 <a href="#">Asynchronous Class 17 Quick Write: Intro to Psychosocial Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068473">https://canvas.uw.edu/courses/1799163/assignments/10068473</a>	
	 <a href="#">Asynchronous Class 19 Quick-Write: Shifting from Disasters to Resilience</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068493">https://canvas.uw.edu/courses/1799163/assignments/10068493</a>	
	 <a href="#">Asynchronous Class 7 Quick-Write: Pesticides</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068478">https://canvas.uw.edu/courses/1799163/assignments/10068478</a>	
	 <a href="#">Asynchronous Class 9 Quick-Write: Intro to Biological Hazards (Waterborne Diseases)</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068486">https://canvas.uw.edu/courses/1799163/assignments/10068486</a>	
	 <a href="#">ENVH 111 Synchronous Session</a> <a href="https://canvas.uw.edu/calendar?event_id=4156367&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156367&amp;include_contexts=course_1799163</a>	

Date	Details	Due
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156368&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156368&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156369&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156369&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156370&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156370&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156371&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156371&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156372&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156372&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156373&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156373&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156374&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156374&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156375&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156375&amp;include_contexts=course_1799163</a> )	
	 <a href="#">ENVH 111 Synchronous Session</a> ( <a href="https://canvas.uw.edu/calendar?event_id=4156376&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156376&amp;include_contexts=course_1799163</a> )	

Date	Details	Due
	 <a href="#">ENVH 111 Synchronous Zoom</a> <a href="#">Pivot: Physical Hazards Intro</a> <a href="https://canvas.uw.edu/calendar?event_id=4156366&amp;include_contexts=course_1799163">https://canvas.uw.edu/calendar?event_id=4156366&amp;include_contexts=course_1799163</a>	
	 <a href="#">Extra Credit: Course Evaluation</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068508">https://canvas.uw.edu/courses/1799163/assignments/10068508</a>	
	 <a href="#">MODULE QUIZ: Physical Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068501">https://canvas.uw.edu/courses/1799163/assignments/10068501</a>	
	 <a href="#">MODULE QUIZ: Psychosocial Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068471">https://canvas.uw.edu/courses/1799163/assignments/10068471</a>	
	 <a href="#">Open Forum Extra Credit: Environmental Public Health in the News</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068507">https://canvas.uw.edu/courses/1799163/assignments/10068507</a>	
	 <a href="#">Pre-Synchronous Class 12 Reading Check: Airborne Transmission &amp; Legionella</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068469">https://canvas.uw.edu/courses/1799163/assignments/10068469</a>	
	 <a href="#">Pre-Synchronous Class 14 Reading Check: "Natural" Hazards</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068498">https://canvas.uw.edu/courses/1799163/assignments/10068498</a>	
	 <a href="#">Pre-Synchronous Class 8 Reading Check: Synthetic Industrial Chemicals</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068484">https://canvas.uw.edu/courses/1799163/assignments/10068484</a>	
	 <a href="#">Reflecting on What You've Learned</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068499">https://canvas.uw.edu/courses/1799163/assignments/10068499</a>	
	 <a href="#">Synchronous Class 16 Guest Lecture Reflection: Radiation</a> <a href="https://canvas.uw.edu/courses/1799163/assignments/10068467">https://canvas.uw.edu/courses/1799163/assignments/10068467</a>	

Date	Details	Due
	 <a href="#">Synchronous Class 20 Quick-Write: Career Panel &amp; Course Reflection</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068479">https://canvas.uw.edu/courses/1799163/assignments/10068479</a> )	
	 <a href="#">Week 10 Discussion Post: Career Panel</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068502">https://canvas.uw.edu/courses/1799163/assignments/10068502</a> )	
	 <a href="#">Week 5 Mid-Quarter Check-In</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068477">https://canvas.uw.edu/courses/1799163/assignments/10068477</a> )	
	 <a href="#">Week 8 Discussion Post: Radiation (Guest Lecture: Physical Hazards Module)</a> ( <a href="https://canvas.uw.edu/courses/1799163/assignments/10068504">https://canvas.uw.edu/courses/1799163/assignments/10068504</a> )	