

SCIE390. Summer in Atlanta’s City Parks

Summer 2016, 1st session

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Office hrs: T 2-5 & by appt.

**Face-to-face meeting days**

May 24 6-10:45 pm modified to incorporate hybrid format.

Field trips: On the first night of class, we will decide what dates everyone can meet.

During other weeks, we will carry out work online. Please see this schedule in this syllabus for assignments, location of assignment instructions, and due dates.

**Course Description**

Prerequisite: None. Through field work, case studies, and surveys and interviews, students will study ways in which cities adapt to and mitigate the effects of climate change.  With the qualitative and quantitative data they collect, students will analyze the environmental variables that effect human behavior.  Students will interpret ways that residents, businesses, educational institutions and other stakeholders can adapt to or mitigate the effects of climate change in an urban environment. Lecture/field/lab. Laboratory fee.

**Student Learning Outcomes**

By the end of the course, students will be able to:

1. Describe how climate is regulated by complex interactions among components of the Earth system and how humans are impacting the climate system.
2. Identify and apply credible geologic and social science data sets to identify local hazards and vulnerable groups and assess risk for an urban community.
3. Determine their own and a city's social vulnerabilities to climate change based on demographic factors.
4. Distinguish between climate change mitigation and adaptation and the potential pros and cons of each strategy for an urban area.

My teaching goal: Students will feel empowered to make a positive impact on their communities through making recommendations for mitigations and adaptions related to changing climate.

**Mandatory Course Resources**

InTeGrate (certain chapters and assignments):

[Climate of Change](http://serc.carleton.edu/s/integrate/climate_change/index.html)

[Map Your Hazards](http://serc.carleton.edu/s/integrate/map_hazards/index.html)

[A Growing Concern](http://serc.carleton.edu/s/integrate/sustain_agriculture/index.html)

[Water Sustainability in Cities](http://serc.carleton.edu/s/integrate/water_cities/index.html)

Earth Observatory urban heat island articles:

<http://earthobservatory.nasa.gov/Features/GreenRoof/>

<http://earthobservatory.nasa.gov/IOTD/view.php?id=7205>

BlackboardWhen you enroll in a course through the Registrar, you are automatically enrolled in the course online learning environment in Blackboard. Our Blackboard site contains assignment and other course information. Log into Blackboard:

1. Go to: <https://bb-mercer.blackboard.com>

2. Username: Mercer ID Number (MUID)

3. Password: six-digit birth date in YYMMDD

Blackboard tutorials, log in, upload work, etc.:

<http://it.mercer.edu/student/academic_technology/tutorials.htm>

For technical help with Blackboard, including logging in, please contact Mercer IT:

 Phone: 478-301-7000

 Email: helpdesk@mercer.edu

Walk-in: Swilley Library: Su–Th, 4-8. <http://it.mercer.edu/student/academic_technology/blackboard.htm>

**Supplementary, Recommended Resources**

Mercer's Writing Lab Online Writing Lab (OWL) or walk-in writing lab.

 On-line Tutoring Lab (OWL): <http://www.mercer.edu/arc/OWL/index.html>

 Writing lab walk-in schedule: <http://www.mercer.edu/arc/Tutoring/index.html>

**Classroom and Attendance Policy**

1. Students are responsible for keeping all graded coursework until grade appeal period is over.

2. The class schedule handed out on the first day of class is tentative schedule but we will not make changes unless we all agree on a change.

3. Students are responsible for information in all assigned readings, handouts, labs, videos, lectures, and other assigned materials.

4. Attendance is mandatory for all face-to-face class meetings. Log-in and participation in assignments are mandatory for online weeks. Missing a class, arriving late to class, or leaving class early can result in a grade of “0” for that day and for any work scheduled or due. Exceptions will be made in the event of emergencies or medical reasons. Acceptable reasons for absences determined by the instructor on a case-by-case basis.

5. Late assignments will not be accepted. If you miss a class, any work due on that day must be handed in by the deadline. If you miss a class, check the syllabus, Blackboard and class colleagues to find out what is due next week.

6. In case of the Center being closed (weather-related or otherwise), check into our Blackboard site and complete assignments in order to be counted as “attending”.

7. You are responsible for obtaining handouts, notes, and information that you miss.

8. Students requiring accommodations for a disability should inform the instructor as early in their matriculation as possible or by the close of the first class meeting. The instructor will refer you to the Disability Support Services Coordinator to document your disability and determine eligibility for accommodations under the ADAAA/Section 504. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a “Faculty Accommodation Form” from Disability Support Services. Students must return the completed and signed form to the ACCESS Coordinator (208 Sheffield Center). A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with a current disability who does not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation form each semester. For convenience, anyone can send this information through Campus Mail; fax the form to (478)301-2127; or attach the form in an email to burrowbrid\_c@mercer.edu.

Even students with a documented disability who do not wish to use academic accommodations are strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact: Carole Burrowbridge in Disability Services at (478) 301-2778 or at burrowbrid\_c@mercer.edu. Also see ACCESS website <http://www.mercer.edu/disabilityservices> .

**Email communication** with your Instructor should only take place through your Mercer University issued email address. Information about using your Mercer University email account: <http://it.mercer.edu/student/email/email_access.htm>

**Academic Integrity**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program. Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>

Academic honesty and integrity, as specified in the Honor Code, are required and expected of each student. Violation of this code, including plagiarism, on any work I assign in this class may result in a grade of "F" for the assignment or the entire course. Because this class uses cooperative discovery as one of its primary teaching and learning tools, students must respect each other, contribute mutually to class activities, give proper credit to others when it is due, and take responsibility for their own actions. In preparing any assignments, students may draw upon any legally available resources for research and preparation. However, submitted materials must represent student work and contain proper attribution and citation for the work of others.

**Grading Policy**

A– Thorough, creative, connects assignment/course subjects to topics from outside of course. Awarded for work which far exceeds the minimum expectations for assignment/course, not only by doing all that is asked, but by demonstrating superior skill, thoroughness, independence of thought, and creativity. Work is free of errors including spelling, grammar, and scientific errors, looks neat, and contains relevant references.

B– Disciplined work with very minor errors, some creativity, exceeds expectations met. Above average grasp and mastery of subject matter, evidenced not only by meeting the basic objectives but also by showing some initiative in pursuing lines of inquiry and some creativity in the use of new understandings outside of classroom experience.

C– Satisfactory work, expectations met. Basic objectives of assignment/course have been achieved. Student demonstrated satisfactory mastery of material. Indicates that minimum expectations have been met. Is a very respectable grade. In an assignment, there may be a few errors.

D– Below expectations for college-level work. Work is passing but below average competency for college students. Student receiving this grade has not exerted a level of effort or expertise which is expected of the average college student. This level of work is often largely incorrect or minimally thought out. In a course, not all work has been handed in to the instructor.

F– Lack of command over assignment/course. Work does not meet the minimum expectations of the assignment/course, demonstrates an unjustifiable lack of command over material, and a significant absence of effort on the part of student. In a course, not all work has been handed in to the instructor.

 Grade Score (%)

 A 91-100

 B+ 86-90

 B 81-85

 C+ 76-80

 C 70-75

 D 60-69

 F <60

Grading Formula

Course component % of Total Grade

All work must be handed in through Blackboard, except where notes in assignment directions.

Brief description of course components:

For all project work assignments, you should provide reference(s) in APA format. See Blackboard for detailed instructions. Mercer Library APA Style: <http://guides.libraries.mercer.edu/content.php?pid=588921&sid=4906271>

Direct Instruction: Mercer University requires 2250 minutes of direct classroom instruction (the equivalent of 4 ¾ hours per 8 week class and 750 minutes of direct instruction per credit hour) and 4500 minutes of out-of-class student work for each 3 credit hour course.

In class work: 1140 min

Field work: 855 min

Course project: 255 min

**Plagiarism. Rules for all work you turn in:** Do not copy other people's sentences or phrases without giving them credit. This includes sentences where you change a few words and then include the slightly modified sentence in your paper. If you use information from sources other than your own brain, you must make a reference to the source. Any work that contains plagiarized material will be given a grade of zero*.*

**Citing and quoting sources. Rules for all work you turn in.**  If you copy any text, please put quotation marks around the copied phrase or sentence, “like this” and include the author name and publication year like this: (Author, 2013).

For your project update and project poster, if most of your text consists of quotes from other people's work, then your assignment will receive a D or lower, even if the quotes are cited/referenced. If the majority of your text consists of other people's work, this will be given a grade of zero (0), even if you have cited/referenced the work. I use this grading because I want to know what you know, what you understand and how you understand it.

We will use SafeAssign in Blackboard for the project work. Instructions for this are in the Blackboard assignments.

**Any work that contains plagiarize material will be given a grade of zero and an “F” may be assigned as the course grade.**

**Schedule**

The work we do will be in an active learning environment with little time for lecture. Therefore, you should use the available materials to prepare prior to class for in-class activities.

Tentative schedule:

* orientation and introduction
* 3-4 field trips in metropolitan Atlanta

Additional direct instruction time:

* Online modules on environmental science (reading, quizzes, case studies)
* Project:  Collect qualitative and quantitative data to interpret ways that residents, businesses, educational institutions or other stakeholders can adapt to or mitigate the effects of climate change in the Atlanta urban environment.

Potential field trips and main topics:

* Air quality, alternative transportation:  Piedmont Park [http://www.piedmontpark.org](http://www.piedmontpark.org/)/
* Freshwater source:  Chattahoochee National Recreation Center, Palisades Unit, <http://www.nps.gov/chat/index.htm>
* Urban heat island effect: Centennial Olympic Park (and Georgia World Conference Center?)
* Urban food resources:  in-town farmer’s market or urban farm

Invite speaker(s) from: Atlanta Office of Sustainability, Atlanta Regional Commission, Atlanta Bicycle Coalition, or HOGAR-Mercer Atlanta forest initiative.

Other possibilities for field trips:

* Grant Park <http://www.atlantaga.gov/index.aspx?page=470>
* Atlanta Belt Line and Historic Fourth Ward Park <http://beltline.org/parks/historic-fourth-ward-park>/
* Constitution Lakes (DeKalb County, metro Atlanta) <http://historyatlanta.com/dolls-head-trail-constitution-lakes>/