

GEOGRAHY 1700: Natural Disasters (PS)

Instructor: R. Adam Dastrup, Associate Professor and Geoscience Coordinator

Contact Information: Canvas Learning Management System

REQUIRED MATERIAL

Textbook: eTextbook created and provided by the instructor

Supplemental website: Open Geography Education: www.opengeography.org and SLCC Student

ePortfolio: <http://www.slcc.edu/gened/eportfolio>

Software: Canvas, Google Earth, and ArcGIS Online (free)

COURSE DESCRIPTION

Students will be introduced to natural disasters; the processes and energy sources that produce them, along with the spatial distribution and pattern of natural phenomena, while developing an understanding of the impact these phenomena have on human activity.

Students will become aware of the dynamic nature of the earth, and the effect this has on the physical, economic, and personal/emotional aspects of their lives. They will discover the ramifications of these phenomena in their lives with an increased understanding of the necessity for preparation, if not prevention, should some type of natural disaster occur locally. Students will also develop an increased awareness of the financial and emotional toll that a headline really represents. All disasters are actually individual disasters! The Geography Program at SLCC has listed the following as its desired outcomes for students in relation to the college-wide learning outcomes, who upon the completion of GEOG 1700 should be able to:

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; Organizing and presenting ideas and information visually, orally, and in writing according to standard usage; Understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

- *Determine what the roles are of natural disaster mitigation at a federal and local governmental level, community level, and individual.*

Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; Using information represented as data, graphs, tables, and schematics in a variety of disciplines; Applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; Engaging in reflective thinking and expression; Demonstrating higher-order skills such as analysis, synthesis, and evaluation; Making connections across disciplines; Applying scientific methods to the inquiry process.

- *Analyze and understand natural processes that create disaster events such as: earthquakes, volcanoes, landslides, tsunamis, severe weather, disease, and climate change.*
- *Understand how natural hazards become disasters and ultimately catastrophes.*
- *Know how many natural processes are cyclical meaning that they a frequency of recurrence which also influences their magnitude.*

Students develop the knowledge and skills to be civically engaged. This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong; Developing the awareness of both civil rights and civil responsibilities for individual and collective action in a democracy; Engaging in service-learning for community building and an enhanced academic experience; Develop the knowledge and skills to take leadership roles.

- *Analyze the role humans play in creating natural disasters (i.e. population growth, poverty, environmental degradation, climate change, and politics).*

Students develop computer and information literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; Gathering and analyzing information using technology, library resources, and other modalities; Understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

- *Understand the technology used to measure and analyze natural processes such as satellite imagery, aerial photography, Geographic Information Systems (GIS), Global Positioning Systems (GPS), and ground data.*

SLCC GENERAL EDUCATION STATEMENT

This course fulfills the **interdisciplinary** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

SLCC EPORTFOLIO STATEMENT

In order for SLCC students to have a place to display and chronicle projects that demonstrate discipline-specific skills, critical thinking, and collaboration, SLCC has instituted a Gen Ed ePortfolio requirement in which students display their work from General Education courses. Students taking Gen Ed courses must place significant projects from those courses on a website they create that acts as a virtual portfolio of accomplishments in each course. In this way, prospective employers, community members, and transfer institutions can easily see the best of what each student has accomplished while attending SLCC. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. Visit <http://www.slcc.edu/gened/eportfolio> for more details.

You may visit the **ePortfolio Lab** in the basement of the Taylorsville Redwood Library during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to eportfolio@slcc.edu.

COURSE PROCEDURES

All of your assignments, exams, or anything will be submitted online using Canvas LMS. Also note that you can set up social media services in Canvas within your profile settings. It is HIGHLY recommended you set up Canvas so it can send you messages to your cell phone, Facebook, or Twitter accounts. When your instructor sends out information on Canvas, you will be notified in the media you designate.

- Every FRIDAY the instructor will post an announcement informing you of the learning outcomes of upcoming modules along with information about lab assignments, quizzes, discussion forums, and current events.
- Three (3) short unit exams in the course each worth 50 points and are due by the date posted on Canvas. Each exam will consist of 25 questions (multiple choice and/or true/false). There will NOT be a comprehensive final for the summer course.
- Thirteen (13) hands-on assignments, including your ePortfolio Signature Assignment, using digital mapping and satellite imagery software.
- Six (6) online discussions forums that focus on a variety of issues related to this field. For EACH discussion, students will be required to post a 250-word response and respond back to TWO students with a 200-word response for each.

GRADING SCALE

93-100 = A	90-92 = A-	87-89 = B+	84-86 = B	80-83 = B-	77-79 = C+
74-76 = C	70-73 = C-	67-69 = D+	64-66 = D	60-63 = D-	0-59 = E

INCOMPLETE GRADES

Students must be passing and have completed 80% of the course work in order to be granted an incomplete. Students are responsible for making arrangements to complete the course.

LATE WORK

I expect all assignments and discussions to be turned in on time. Late work will not be accepted unless you are maimed, very sick, or otherwise incapable of using your fingers or your brain. If you experience such calamities, you may ask for an extension – providing documentation.

ONLINE PARTICIPATION AND ATTENDANCE

For this course participation is attendance. Simply filling an “electronic” seat space is not participating in the class. In my view, being “intellectually absent” from class discussions/activities is no different than being physically absent for class. I expect you to come to log into Canvas DAILY, read the assigned textbook chapters, and engage in online class discussions/activities.

SLCC WRITING CENTER

Your assignments and discussions MUST be written with MINIMAL spelling or grammatical errors. SLCC's Writing Center is multi-functional. In addition to computers for class use, the Writing Center also offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty-writing advisor. The Writing Center advisor can help you think about your writing process by sharing impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide an experienced READER for your work.

The Writing Center is not a place to go to get a paper "fixed" or "corrected." Be prepared with questions for your advisor. Ask yourself what you want to work on, whether it's understanding an assignment, having an advisor give you his/her impressions of a passage you've written, or to talk about "what you want to say." You may sign up for an appointment in AD 218. Advisors are available to help you with any writing assignment for any class you take. You may also send a draft to an advisor through e-mail. The address is ET@englab.slcc.edu. Be sure to include questions and concerns you may have as well as a copy of the writing assignment.

PLAGIARISM

Students commit plagiarism when they submit another person's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source (I will not grade any papers that do not contain both in-text and Works Cited citations). Plagiarism is a violation of the student code of conduct. Students who commit plagiarism will receive either an automatic E for that assignment or an E for the course, depending upon the severity of the plagiarism.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college." Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646.