

WEATHER AND SOCIETY

ATMS 179

FALL 2008

Welcome to UNCA and the beginning of your college career! This class is intended to start you off on the right foot by assisting you in making the transition to UNCA and a liberal arts environment. In addition to providing you with lots of opportunities to get involved on campus and learn about campus resources, we will directly address the nature of liberal studies by integrating the social sciences with the science of meteorology. Make the best of every opportunity, have fun, and ask lots of questions!



OBJECTIVE

Interpreting and effectively communicating potential threats from our environment requires a basic understanding of both the scientific principles governing our atmosphere and the complexities involved in making policy decisions. By examining current environmental concerns from a multidisciplinary perspective, you will discover the challenges involved in addressing scientific issues in our society. Specific topics include the mechanics of the atmospheric greenhouse effect in the context of global climate change, the ozone hole, an overview of hurricanes and the government response to Hurricane Katrina, challenges involved with communicating weather forecasts, and National Weather Service watches and warnings. As part of these studies, you will be able to clearly articulate in writing and in class discussions your thoughts and ideas about how the atmosphere affects our lives.

PROFESSOR

Dr. Christopher Godfrey

Office: Robinson Hall, room 231

Phone: 828-232-5160

E-mail: cgodfrey at unca dot edu

Office hours: 11 a.m. to noon Tuesday and Thursday, or by appointment. If my door is open at any other time, please drop in.

CLASS INFORMATION

Meeting times: TR 9:25–10:40 a.m.

Location: Robinson Hall, room 238

Required text: Tidwell, M., 2007: *The Ravaging Tide: Strange Weather, Future Katrinas, and the Coming Death of America's Coastal Cities*. Simon and Schuster, 197 pp. (ISBN: 0-7432-9471-8) NOTE: This text is the reading assignment from the summer reading program, so you should already have a copy.

Web site: <http://facstaff.unca.edu/cgodfrey/courses/atms179/>

- Class will start and end on time. Please arrive on time and stay for the entire class.
- We may occasionally meet in locations other than the scheduled classroom. Alternate locations will be announced in class and on the class Web site.

GETTING QUESTIONS ANSWERED



I will be in my office during scheduled office hours, but if at any other time you have a question and my office door is open, you are more than welcome to visit. Otherwise, e-mail is the best way to reach me and I will answer you as soon as possible. You may also schedule an appointment with me. Please don't hesitate to ask questions about class, other coursework, or the stresses of college life whenever the need arises. For now, I am your academic advisor and it is my goal and privilege to give you the best possible counsel during your first year at UNCA.

IMPORTANT DATES

Tuesday, 19 August 2008	Student Involvement Fair	10 a.m.–2 p.m., Reed Plaza
Thursday, 21 August 2008	Writing Center Orientation	10:10–10:40 a.m., RL 136
Tuesday, 9 September 2008	ACT in Asheville Community Service Day	
Thursday, 2 October 2008	Myers-Briggs Self-Assessment Inventory and Career Center Presentation	9:25–10:40 a.m., in class
Thursday, 9 October 2008	Myers-Briggs Interpretation	9:25–10:40 a.m., in class
Tuesday, 16 December 2008	Final Exam	8:00–10:30 a.m.

EVALUATION

Your grade is based on several writing assignments, your participation in class discussions, and a few unannounced quizzes throughout the semester. Through the writing assignments, you will demonstrate your understanding of key meteorological principles and clearly communicate your ideas about how the atmosphere plays a role in our society. The purpose of the quizzes is to assess your knowledge and understanding of key topics and assigned readings. Since life happens, I will drop the lowest two quiz grades.



Your participation in class discussions requires you to ask questions, make suggestions, and share your ideas with the rest of the class with the goal that you will each learn from each other. After each class, I will rate each of you on a subjective scale based on your demonstration of the following criteria¹:

Grade	Criteria
0	Absent
1	<ul style="list-style-type: none"> • Present, not disruptive • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

There will be no opportunities for make-up quizzes. If you miss the class, or if you are late, you miss the grade. The *only* exceptions to this rule are: (1) serious medical condition (illness or injury) of you or an immediate family member; (2) University excused absence; (3) jury duty; or (4) military orders. Only in such instances will another quiz be dropped or rescheduled depending on your best interests, but *only if I am notified at least 24 hours in advance*. We will

¹ Martha L. Maznevski, Teaching Resource Center of the University of Virginia

occasionally analyze writing in class, so except under the circumstances described above, **writing assignments are due in class** on the posted due date. I will accept writing assignments up to 48 hours late (10:40 a.m. two days later) for a 25% late penalty for each day the assignment is past due. For example, if you hand in a writing assignment at 10:41 p.m. on the day after it is due, the grade will be reduced by 50% of the possible score. Writing assignments that are more than 48 hours late will *not* be graded. **For writing assignments, you must hand me both a paper copy and upload an electronic version on Moodle.** Your assignment will be graded only when I have both copies of the paper by the due date. In the event of an unforeseen circumstance that causes you to miss a quiz, or assignment due date, *you must notify me by phone or e-mail within 24 hours of the event.* Appropriate documentation must accompany any excused absence from a quiz and should be attached to a late writing assignment.

WRITING

This class satisfies the requirements of the writing intensive designation, so you will write a few papers over the course of the semester. I expect that all writing assignments will be typed on white 8.5×11” paper with 12-point, double-spaced, Times New Roman font and that multiple pages will be stapled at the top left corner of the page. You must also upload an electronic version of your paper by the deadline. Your discussion should clearly state your ideas in a logical way and show evidence of critical thinking where appropriate, without errors in spelling or grammar, and should address the question or topic for the specific assignment.

The words in your papers must be your own! Copying phrases or ideas from someone else’s work, whether in print or on the Internet without giving proper credit to the source, is called plagiarism and is not only cheating, but illegal. Whether or not you intend to plagiarize, you will receive an automatic failing grade on your assignment if I find plagiarism. On the second offense, you will receive an F in the course. For specific guidance on how to avoid plagiarism, please visit <http://www.plagiarism.org>.



GRADING

Quizzes	15%	Lowest two grades dropped
Writing Assignments	50%	
Class Participation	35%	

I reserve the option to curve the final grades upward at my discretion. However, you are guaranteed *at least* the following based on your final score before applying any curve:

A	≥92.0%	C	72.0–77.9%
A-	90.0–91.9%	C-	70.0–71.9%
B+	88.0–89.9%	D+	68.0–69.9%
B	82.0–87.9%	D	60.0–67.9%
B-	80.0–81.9%	F	<60.0
C+	78.0–79.9%		

Final grades are not negotiable. If you see a problem with a grade, you may plead your case no later than 14 days from the date I return the assignment to the class. I do make mistakes (occasionally)! Under no circumstances will your grade be *lower* if you see me with a question.

ACCOMMODATIONS FOR BABY

This fall is special for the Godfrey family because we are expecting a baby girl in late September! Consequently, I am taking a few weeks off after her birth to get to know her. I will do my best to keep the course on track and interesting with guest lecturers and substitutes as needed. I appreciate your patience and flexibility.

NOTES

Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. Students with disabilities must be registered with the Disability Services Office prior to receiving accommodations in this course. The Disability Services Office is located in University Hall room 219, phone 828-232-5050.