

WEATHER AND SOCIETY

ATMS 179

FALL 2013

Welcome to UNC Asheville 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 UNC Asheville 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!



OBJECTIVES

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 record-breaking tornado outbreak of 2011, 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, and challenges involved with communicating weather forecasts and National Weather Service watches and warnings. As part of these studies, you will be able to articulate clearly 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: 1:15–2:15 p.m. Monday and Wednesday, or by appointment. If my door is open at any other time, please drop in.

CLASS INFORMATION

Meeting times: TR 1:45–3:00 p.m.

Location: Robinson Hall, room 238

Required text: Smith, M., 2012: *When the Sirens Were Silent: How the Warning System Failed a Community*. (Kindle edition available at <http://www.amazon.com/Sirens-Silent-Warning-Community-ebook/dp/B0084I8PI4/>)

Web site: <http://www.atms.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



In my experience, the most successful students are those who consistently ask questions. 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 UNC Asheville.

STUDENT SUCCESS PROGRAM

The Student Success Program addresses issues that are relevant to your studies at UNC Asheville and will help you to meet the learning outcomes for this introductory colloquium. Your attendance at each of these meetings counts as a quiz grade and is a required element of this course. Each meeting is offered twice in the same week and you may attend either one. Attendance will be taken and reported to me by the organizers, but you must write your name clearly so that they can read it!

1) Gee, I Wish I Could, But I Don't Want To! Self-Regulation, Emotion Management, and Other Critical Skills

Tuesday, 27 August 2013 12:30–1:30 p.m. Highsmith 159
Thursday, 29 August 2013 12:30–1:30 p.m. Highsmith 221-223

2) Seeing the Forest and the Trees: Motivation, Interdependence, and Individuality

Tuesday, 10 September 2013 12:30–1:30 p.m. Highsmith 159
Thursday, 12 September 2013 12:30–1:30 p.m. Highsmith 159

3) Plotting a Course: Academic Planning Strategies

Tuesday, 24 September 2013 12:30–1:30 p.m. Overlook 011
Thursday, 26 September 2013 12:30–1:30 p.m. Overlook 111

4) And the Fun Part of the Semester Begins: Facing Stress, Anxiety, Depression, and Other Challenges

Tuesday, 15 October 2013 12:30–1:30 p.m. Highsmith 159
Tuesday, 17 October 2013 12:30–1:30 p.m. Overlook 011

5) Help Yourself, or Help a Friend: Dangerous Coping Behaviors and Their Alternatives

Tuesday, 29 October 2013 12:30–1:30 p.m. Highsmith 159
Tuesday, 31 October 2013 12:30–1:30 p.m. Highsmith 221-223

6) And Now What? Setting Academic and Life Goals, Options for Studying Abroad/Away, and What to Do If You're in Academic Jeopardy

Tuesday, 12 November 2013 12:30–1:30 p.m. Highsmith 159
Tuesday, 14 November 2013 12:30–1:30 p.m. Highsmith 159

OTHER IMPORTANT MEETINGS AND DATES

Tuesday, 10 December 2013 Final Exam 11:30 a.m.–2:00 p.m.

EVALUATION

Your grade is based on several writing assignments, your participation in class discussions, attendance at the Student Success Program meetings, 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. Contributing positively to a discussion is an important life skill for introverts and extroverts alike, so I expect to hear from you regularly. After each class, I will rate each of you on a subjective scale based on your demonstration of the following criteria¹:



Karl Merton Ferron, AP/The Baltimore Sun

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

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 occasionally analyze writing in class, so except under the circumstances described above, **writing assignments are due at the beginning of class** on the posted due date. I will accept writing assignments up to 48 hours late (3:00 p.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 3:01 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. If an assignment requires a minimum of, for example, three pages of writing, then I expect to receive at least four pieces of paper stapled together. A paper with 2.98 pages of text is not three pages long.

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>.

QUIZZES



I will not announce most of the quizzes, but there are at least seven required elements of the course that will count as quiz grades. Please plan to attend the six meetings of the Student Success Program (see the dates and locations above). Additionally, I ask that you participate in the assessment of this introductory colloquium near the end of the semester. Your answers will not be graded, but you will receive full credit if you complete the assessment via Moodle. You will receive detailed instructions in November.

GRADING

Quizzes	20%	Lowest two grades dropped
Writing Assignments	50%	
Class Participation	30%	

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	$\geq 92.0\%$	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%		



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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. Under no circumstances will your grade be *lower* if you see me with a question.

STUDENT LEARNING OUTCOMES

In keeping with UNC Asheville's emphasis on assessment-driven instruction, the university has identified specific desired learning outcomes for several aspects of ATMS 179. This course is both an introductory colloquium and a writing intensive course offered by the Department of Atmospheric Sciences. The course addresses the common program goals and learning outcomes for all LSIC 179 classes at UNC Asheville.

- » Please visit <http://www.atms.unca.edu/slos.shtml> for a list of the student learning outcomes for the Department of Atmospheric Sciences.
- » Please visit <http://ils.unca.edu/mission-and-student-learning-outcomes> for a list of the student learning outcomes for freshman colloquia and writing intensive courses.
- » Please visit <http://ils.unca.edu/faculty/colloquia> for a list of common program goals and student learning outcomes for all LSIC courses.

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 requiring reasonable accommodations must register with the Disability Services Office by providing supporting documentation. The Disability Services Office is located in the OneStop Student Services Center, Brown Hall room 258, phone (828) 232-5050.

The University Writing Center (UWC) offers support to writers in one-on-one sessions, which last anywhere from 10 to 50 minutes depending on your needs. The UWC helps writers brainstorm, find a topic, incorporate and document sources, organize drafts, develop revision strategies, and more. If you visit the UWC, take a copy of your assignment, any drafting or notes you may have, as well as any sources you're working with. UWC consultations are recommended but not required. Make an appointment by calling (828) 251-6596, by emailing writingcenter@unca.edu, or by scheduling an appointment online at writingcenter.unca.edu. You may also drop in during the open hours listed online.