Syllabus — Fall 2013

Class Sessions: MWF 9:30–10:20am, Adams Hall, Rm 359
Instructor: Dr. Daphne LaDue **Email:** dzaras@ou.edu
Regular Office Info: NWC, 325-1898, M–F 7:45a–2:45p
Office Hours Info: SEC 410, no phone, Mondays 10:30a–noon. Alternate times possible! Please call or email to schedule.
Grader: There is a grader; all questions should be directed to me.

Content: Severe and Unusual Weather is a non-majors course that serves as a General Education Core II Natural Science Elective (non-lab). It is designed to provide students with an in-depth look at the physical and societal aspects of severe and unusual weather. You will learn some basic properties of the atmosphere, types of meteorological measurements, and some aspects of how the weather is predicted, but emphasis will be more holistically on the science and how it impacts life/society for several severe and unusual weather phenomenon, such as: hurricanes, thunderstorms, downbursts, tornadoes, hail, lightning, great plains blizzards, ice storms, climate and climate change.

Course Objectives: At the conclusion of this course, you should be able to:

- Describe some of the underlying physical processes behind severe weather.
- Explain both the typical occurrences and range of possibility for how extreme the weather can be in place and time.
- Understand aspects of how severe and unusual weather affect you so that you can make smart life decisions.
- Understand aspects of how severe and unusual weather impacts others.
- Learn a science topic on your own through the web and other resources.

Required Textbook: Rauber, Robert M., John E. Walsh, and Donna J. Charlevoix. *Severe and Hazardous Weather: An Introduction to High-Impact Meteorology* (4th ed.), Kendall/Hunt, 2012. The 4th edition was new in August of 2012, so there should be some used copies available. Check locally and online.

Other course materials:

- Course documents and grades will be disseminated through the OU online course management system, Desire2Learn (D2L): http://learn.ou.edu.
- The publisher maintains a website with additional material and study tools that you may find helpful. Use the code in the front cover of your book to access the online material.
- There are many web pages and resources online for learning meteorology. Please ask me if you find a resource and want my opinion on its quality and accuracy, but especially the level/relevance to our course.

Special Course Activities:

1. Paper, and Experiencing the Scientific Peer Review Process: Our main writing activity will be a paper in which you explore how your future career intersects with an aspect of severe weather. Alternately, you may connect the course to life in general. Using these papers we will mock the peer review process that scientific papers go through before they are published. With first-hand experience, you will better appreciate a key process of science.

Peer review is a powerful learning tool for other reasons as well. You will find yourself thinking differently about writing when you are put into a position of critically reviewing another's work. You will see errors and ways to improve their writing that were not apparent to them, and that process will help you see your own writing with fresh eyes. Reviewing others' work also provides an opportunity to see how your writing compares to that of your peers as you refine your writing skills.

2. Team Teaching: You will be assigned to work on team projects during the semester. Teams will help determine what we cover, and teach particular topics to the class. Being put into the position of teaching helps you learn better.

Team grading:

- fail to answer the question(s) posed = F, D
- minimally answer the question(s) = C
- meet, then go beyond; effective presentation; use of tools other than PPT (when appropriate) = B, A

Team members will complete peer evaluations on catme.org, and those will be factored into how the team grade is applied to individual team members.

Grading:

Team teaching	20%
Assignments	30%
Paper	10%
Quizzes	20%
Final exam	20%

You are responsible for checking D2L throughout the semester. If you see an error, including a missing or incorrect grade, you must notify the instructor within two weeks of the grade being posted.

Grading Scale: A: 100 – 90%; **B**: 89 – 80%; **C**: 79 – 70%; **D**: 69 – 60%; **F**: < 60%

Quizzes: Quizzes will take place approximately every two weeks. The lowest two quiz grades will be dropped. No make-up quizzes will be given except if: (1) serious medical condition (illness or injury) of you or an immediate family member; (2) University excused absence; (3) jury duty; (4) religious observance; or (5) military orders. Appropriate documentation *must* accompany any appeal to make up a quiz.

Assignments: Assignments will be due approximately every two weeks, alternating weeks with quizzes. Assignments must be turned in by the beginning of class on the assigned due date. If you are sick, please consider scanning (if on paper) and uploading your homework to D2L. The only exceptions are the same as those for quizzes.

I encourage you to work together to understand class material, and thus understand how to complete class assignments. However, each of you must fully think through each assignment and provide your own answers. Assignments will include an integrity statement for you to sign; do so if you truthfully can. Ask me if you are unsure what constitutes "inappropriate aid." See section on Academic Integrity.

Assignment Boosts: These will be a few optional activities that can be done to boost an assignment grade. Up to two may be done. The assignment grade subject to the boost must also be turned in, and earn at least 50%. Assignments earning less than 50% may be redone once, in order that this boost can apply, though a late penalty will apply (see next).

November 22 = The Magic Date: Missed or re-done assignments may be turned in by this date but credit will be capped at 60%. Assignment boosts must also be submitted by this date.

Attendance: You are expected to attend every class session. Frequent in-class activities are important to your learning, and content is included that is not in the book. That said, please stay home when you are sick, and work with me to make up missed material.

Absence for Religious Observance: It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Notify me as soon as possible if you plan to observe a religious holiday so I may work with you on appropriate arrangements.

Student Privacy: I am committed to keeping all your personal information and grades private in accordance with the Federal Educational Rights and Privacy Act (FERPA). As such, I will not share information on your performance in this class with any third party (including parents and academic counselors) without written permission from you, the student. If you wish for me to share your class grades and other information with a third party, send me a written notice designating the third party (by name) and what information I may (and may not!) share with them.

Academic Integrity: All students are instructed to read the official University student's guide to academic integrity: http://integrity.ou.edu/students_guide.html. All alleged instances of academic misconduct will be investigated and, if substantiated, appropriate admonitions will be imposed. Students have the right to

appeal such admonitions; see the various resources under the Student tab at http://integrity.ou.edu for further information.

Disability Policy: The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. 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 Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405-325-3852 or TDD only 405-325-4173.