

Natural Disasters (4 credits) Syllabus

Spring 2020

Lecture TR 12:30-1:45 Rm 212 Lab T 2:00-3:50 Rm 212

Instructor Name: **Lisa Siewert**
Office Location: **212A**

Drop-in hours: **TR 11:15-12:15**
Email: **lsiewert@uwsp.edu**

[Table of Contents \(Ctrl+Click to jump to that section\)](#)

Course Description	2
Course Learning Outcomes	2
Evaluation/Course Requirements	2
Required Course Materials	3
Inclusivity Statement	3
Confidentiality	3
Grading Scale	3
Communicating with your Instructor	3
Drop-in Hours	4
Attendance	4
Late Work	5
Equal Access for Students with Disabilities	5
Help Resources	5
Academic Honesty	5
Other Campus Policies	6
Course Schedule	7

Course Description

Study of various environmental hazards, their causes, impacts on humans, and mitigations. Core topics are natural hazards (earthquakes, volcanoes, flooding, landslides, tornadoes, hurricanes), and anthropogenic hazards (climate change/global warming, nuclear hazards, and overpopulation). Additional topics may be covered: coastal hazards, pollution of groundwater, air, soil, and water, other atmospheric hazards (extreme weather, droughts), impacts from space, extinctions, biohazards, chemical hazards, and terrorism.

Course Learning Outcomes

After successful completion of the course, students will gain an understanding and insight into the nature of disasters, including:

1. the physical process associated with natural hazards,
2. the related concepts of disaster magnitude and the recurrence intervals of hazardous events,
3. the geographic distribution of natural hazards,
4. the historical impacts of natural hazards on society,
5. how different social groups react to the potential threats associated with natural hazards, and
6. the proactive and reactive mitigation strategies implemented to reduce the impact of natural hazards.

You will also enhance your academic skills by sharpening your abilities to

7. interpret and synthesize information and ideas,
8. analyze and evaluate arguments,
9. interpret graphs, tables, and diagrams,
10. read with comprehension and critical perception, and
11. gather and assess information via the Internet.

Evaluation/Course Requirements

Mid-term Exams: 35% of total course grade

This consists of 3 mid-term exams. Exams will be mostly multiple-choice, matching, and short answer format. No make-up exams will be given. Instead, the final exam will be comprehensive. The final exam will be divided into three sections, with each section containing material covered in exams 1, 2, 3. Should you improve your percentage on one of the sections, then that percentage will replace a previous exam score in the gradebook. For example, if you scored a higher percentage on section 2 of the final exam, then that percentage would replace your exam 2 score. This method will only affect one previous exam.

Final Exam: 15% of total course grade

The final exam will be comprehensive. The final exam will be divided into three sections, with each section containing material covered in exams 1, 2, & 3. Should you improve your percentage on one of the sections, then that percentage will replace a previous exam score in the gradebook. This method will only affect one previous exam. For example, if you scored a higher percentage on section 2 of the final exam, then that percentage would replace your exam 2 score.

Lab: 25% of total course grade

Your lab and assignments grade will count for 25% of your overall course grade. The labs will be done in person and on Canvas. Lab is a required component in this course. Missing 4 or

more labs will result in failure of the overall course. You will submit worksheets for your labs on Canvas. They are due on the Tuesday of the following week.

Assignments: 25% of total course grade

Each unit has at least one reading worksheet, which is a 10-question multiple choice worksheet that covers a chapter in our textbook. These reading worksheets are due on Tuesdays (see schedule on Canvas).

Required Course Materials

All course materials will be provided as online links in Canvas or handed out in class. You do not need to purchase any materials for this course.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

A	94-100%	B	84-87%	C	74-77%	D	64-67%
A-	90-93%	B-	80-83%	C-	70-73%	F	< 64%
B+	87-89%	C+	77-79%	D+	67-69%		

Communicating with your Instructor



Email is the quickest way to reach me at: lsiewert@uwsp.edu



Skype or Zoom videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Drop-in hours

I am available without an appointment on Tuesdays and Thursdays from 11:15am-12:15pm in 212B. Individual meetings outside of these times can be arranged through an email request or conversation directly before or after class. I do not hold normal office hours during spring break.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using AccesSPoint or visit the Student Success Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

Any missed homework will be counted late after the due date and points will be automatically deducted by 25% for every additional day late. I encourage you to turn in ALL homework even if it is late! Late is better than a zero!

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which, individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It

compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence,

domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule

The schedule below is tentative, and topics and dates may change during the semester

Week	Dates	Lecture Topic	Lab (Tuesday only)
1	1/21	Introduction to Natural Disasters	Personal Experience with Natural Disasters
	1/23	Energy Sources of Disasters	
2	1/28	The Layered Earth, Continental Drift and Plate Tectonics	Plate Tectonics
	1/30	Earthquakes and Plate Boundaries	
3	2/4	Earthquake Hazards	Earthquakes
	2/6	Earthquake Seismology	
4	2/11	Volcanoes, Eruption Types and Volcanic Hazards	The Earth Moves
	2/13	Volcanoes and Plate Tectonics	
5	2/18	Earthquakes and Volcanism in the US	Tectonic Plate Types Effect on Volcanoes
	2/20	Exam 1	
6	2/25	Landslides and other Mass Movements	Mass Wasting
	2/27	<i>No Class</i> (The Principles of Floods)	
7	3/3	Floods: Humans vs Nature	Flooding
	3/5	The Atmosphere and Climate	
8	3/10	Winds and Weather	Cadillac Desert
	3/12	Wildfires	
9	3/17	No Class - Spring Break	
	3/19		
10	3/24	Extreme Weather	How's the Weather?
	3/26	Severe Weather	
11	3/31	Hurricanes	Tropical Storms
	4/2	Exam 2	
12	4/7	Long and Short-term Climate Variations	Weather and Climate
	4/9	Anthropogenic Changes: Atmosphere	
13	4/14	Anthropogenic Changes: Ground	Fluid Earth
	4/16	Anthropogenic Changes: Oceans	
14	4/21	Anthropogenic Changes: Water	Water Resources
	4/23	Traditional Energy Resources	
15	4/28	Alternative Energy Resources	Energy Lab
	4/30	Anthropogenic Changes: Resources	
16	5/5	Life and Mass Extinctions	<i>No Lab: Study Day</i>
	5/7	Exam 3	
17	5/12	Final Exam 8:00-10:00 Rm 212	