

SCI-931: Science of Extreme Weather (Great Courses Series)

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: 6th - 14th grade teachers

Course Access: <https://connect.fresno.edu>

Course Description

No place on Earth is safe from severe storms. Tour the world's wildest weather-and learn how to protect yourself-with a storm-chasing, prize-winning meteorologist. By delving into Science of Extreme Weather that underlies blizzards, flash floods, hurricanes, tornadoes, heat waves, and more, you'll come away with newfound appreciation and respect for the atmosphere's most awe-inspiring phenomena. This course will provide both the breadth and depth you seek to understand, and even predict, severe weather events. Throughout the course, historical examples are used to showcase the power of the atmosphere.

You will learn about extreme variations in temperature as you investigate arctic cold waves, the polar vortex, heat bursts, and deadly heat waves. You will go on a journey to understand how wind forms and why it can accelerate to hurricane force in just seconds. You will discover how water in the Earth's atmosphere ultimately powers each weather system through familiar processes, such as condensation and evaporation. You will learn how to use the latest scientific instrumentation, such as dual-polarization radar and multispectral satellite imaging, to observe the evolution of storm systems and identify their most powerful features.

Your study of the tropics will lead you to the discovery of the teleconnections of Earth's weather systems. You will learn how large-scale circulations, such as El Niño and La Niña, impact weather across the entire globe. You will use this knowledge to predict future weather conditions and become well versed in the meteorology of long-range weather prediction. Severe weather is happening somewhere on Earth each day. This course will empower you by teaching you the science that drives extreme weather. Assignments address the National Board for Professional Teaching Standards (NBPTS) for Science.

Note: Course guidebook is included with the cost of the course.

Required Texts and Course Materials

Course Guidebook: Snodgrass, E. R. (2016). The Science of Extreme Weather. The Teaching Company.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [What Teachers Should Know and Be Able to Do](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

NBPTS Science Standards (SS-HS)

(<http://www.nbpts.org/wp-content/uploads/EAYA-SCIENCE.pdf>)

The National Board for Professional Teaching Standards (NBPTS) has organized the standards for accomplished teachers of science subjects into the following nine standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in science.

NBPTS Science Standards

- **Standard I:** Understanding Students: Accomplished science teachers continuously seek to understand their students, and they use this knowledge to enhance student learning.

- **Standard II:** Knowledge of Science: Accomplished science teachers have comprehensive understandings of the nature of science, inquiry, and natural phenomena.
- **Standard III:** Curriculum and Instruction: Accomplished science teachers thoughtfully and deliberately implement a standards-based curriculum using a variety of high-quality instructional strategies and resources to enhance student learning.
- **Standard IV:** Assessment: Accomplished science teachers purposefully assess their students in order to set learning goals, differentiate instruction, and encourage student learning.
- **Standard V:** Learning Environment: Accomplished science teachers create and maintain a safe and engaging learning environment to promote and support science learning for all students.
- **Standard VI:** Family and Community Partnerships: Accomplished science teachers establish productive interactions and successful partnerships with families and communities to enhance student learning.
- **Standard VII:** Advancing Professionalism: Accomplished science teachers advance their professionalism by pursuing leadership roles, collaborating with colleagues, and undertaking high-quality professional learning opportunities.
- **Standard VIII:** Diversity, Fairness, Equity and Ethics: Accomplished science teachers understand and value diversity, and they engage all students in high-quality science learning through fair, equitable, and ethical teaching practices.
- **Standard IX:** Reflection: Accomplished science teachers continually reflect on their teaching practice in order to maximize their own professional growth and improve the quality of their students' learning experiences

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
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Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Define weather and its components.	Science Standards II, III, IV	CE 1, 2, 6
C-SLO 2	Compare the different methods of predicting and tracking weather.	Science Standards II, III, IV	CE 1, 2
C-SLO 3	Explain the making of thunder and lightning.	Science Standards II, III, IV	CE 1, 2, 6
C-SLO 4	Connect wind speed to thunderstorms.	Science Standards II, III, IV	CE 2, 4, 6
C-SLO 5	Describe the formation of tornadoes.	Science Standards II, III, IV	CE 1, 2, 6
C-SLO 6	Analyze the hazards of snow and ice.	Science Standards II, III, IV	CE 2, 4, 5
C-SLO 7	Discuss the causes of floods and droughts.	Science Standards II, III, IV	CE 1, 2, 5
C-SLO 8	Explain the cause and effect of hurricanes and El Nino.	Science Standards II, III, IV	CE 1, 2, 5
C-SLO 9	Create age-appropriate educational activities related to weather.	Science Standards I, IV, IX	CE 1, 4

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

The participant's grade will be determined by the number and quality of modules they choose to complete. Outlined below are the module requirements for each type of unit and grade options.

If working towards the "A letter grade" option:

- Eight modules - Complete all 8 content modules.
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "A-grade" quality or better.

If working towards the "B letter grade" option:

- Six modules - Complete 6 of the 8 content modules (any 6 of your choice).
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "B-grade" quality or better.

Module Title	Module Assignments and Activities	Assignment Credit
Welcome Module	• Welcome Video • Course Syllabus • Introduce Yourself Forum	
Module 1 – The Making of Weather	• Watch Videos 1, 2, 3 • Read Guidebook Lectures 1, 2, 3 • 1.1 Knowledge Check: The Making of Weather • 1.2 Reflective Forum: The Making of Weather • 1.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 2 – Predicting Weather	• Watch Videos 4, 5, 6 • Read Guidebook Lectures 4, 5, 6 • 2.1 Knowledge Check: Predicting Weather • 2.2 Reflective Forum: Predicting Weather • 2.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 3 – Lightning and Thunder	• Watch Videos 7, 8, 9 • Read Guidebook Lectures 7, 8, 9 • 3.1 Knowledge Check: Lightning and Thunder • 3.2 Reflective Forum: Lightning and Thunder • 3.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 4 – Wind and Thunderstorms	• Watch Videos 10, 11, 12 • Read Guidebook Lectures 10, 11, 12 • 4.1 Knowledge Check: Wind and Thunderstorms • 4.2 Reflective Forum: Wind and Thunderstorms • 4.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 5 – Tornadoes and Mountains	• Watch Videos 13, 14, 15 • Read Guidebook Lectures 13, 14, 15 • 5.1 Knowledge Check: Tornadoes and Mountains • 5.2 Reflective Forum: Tornadoes and Mountains • 5.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 6 – Snow and Ice	• Watch Videos 16, 17, 18 • Read Guidebook Lectures 16, 17, 18 • 6.1 Knowledge Check: Snow and Ice • 6.2 Reflective Forum: Snow and Ice • 6.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 7 – Floods and Droughts	• Watch Videos 19, 20, 21 • Read Guidebook Lectures 19, 20, 21 • 7.1 Knowledge Check: Floods and Droughts • 7.2 Reflective Forum: Floods and Droughts • 7.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment
Module 8 – Hurricanes and El Nino	• Watch Videos 22, 23, 24 • Read Guidebook Lectures 22, 23, 24 • 8.1 Knowledge Check: Hurricanes and El Nino • 8.2 Reflective Forum: Hurricanes and El Nino • 8.3 Application: Presentation, Lesson Plan, or Choice	A mark of “Complete” is required for each Assignment

Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
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Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.

- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including

plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.

FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.