

SUS 602: Scientific Literacy and Climate Change, January 2015

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1. Location and Time:

8:30 - 12:00PM Jan 6-12, Tribble Auditorium

2. Required Materials:

- *Introduction to Modern Climate Change* by Andrew Dessler. You should already have received a copy.
- *Shored Up*, 2013 Documentary by Ben Kaline. On reserve in ZSR library, also available from Amazon Watch Instantly for \$7.99. You must watch this and take notes prior to class on Wednesday Jan 7.
- All other readings will be made freely available to the class.

3. Course Schedule:

Readings to be discussed January 6: Dessler chapters 1 and 2.

- **Tuesday January 6: Introduction to Science.** Topics include basic definition of science; controlled vs. observation vs. anecdotal studies; examples of good and bad science; exploration of how scientific studies are reported in various media sources; measuring climate change and the Intergovernmental Panel on Climate Change (IPCC).

Readings to be discussed January 7: Watch *Shored Up*, read Dessler chapters 9 and 11.

- **Wednesday January 7: Social Attitudes and Connections to North Carolina.** Presentation on sea level rise and North Carolina law; discussion of *Shored Up*; discussion of chapters 9 and 11 from Dessler; social attitudes about climate change.

Readings to be discussed January 8: TBA.

- **Thursday January 8: Library Day.** Discussion of sample research question; trip to ZSR library to meet with Hu Womack at 9:30AM; quick intro to remaining

topics (in library), group discussion on remaining questions. Early research.

Assignment: Prepare one page plan for final presentation and paper, including draft bibliography. Also prepare 2 minute presentation on topic for class.

- **Friday Jan 9: Formulating Research Topics.** Each student must present a one page plan for the presentation and case study, 2 minute presentation, followed by discussion. How do these questions tie back to scientific literacy and climate change research? Hand out grading rubrics.

Assignment: Write 4-6 page paper, prepare 10 minute class presentation on research topic.

- **Monday Jan 12: Presentation Day.** 10 minute presentation (can use slides, overhead, etc.). Evaluate all other presentations. Hand in 4-6 page paper on topic.

4. **Required Work:** The main assignment for the course is the 1000 - 1500 word (4-6 double spaced pages) paper and 10 minute presentation, both due on Monday January 12. The 1 page draft and 2 minute presentation (due on Friday Jan 9) give you a chance for meaningful feedback, and you are graded on your feedback on others' projects. In addition, full and regular participation is expected for all students throughout the course.
5. **Grading:** 25% general participation; 25% on 1 page draft, 2 minute presentation, and comments on all other 2 minute presentations; 50% final paper and presentation.
6. **Honesty and Courtesy:** Academic dishonesty of any sort will not be tolerated, and could result in an immediate grade of F. Refer to <http://services.studentlife.wfu.edu/judicial-affairs/honor/>. Phones, laptops, and other electronic devices are distractions when used for non-academic work in class. There is a mountain of research that shows we do lower quality work when distracted by electronic devices. Additionally, we find it extremely disheartening when we see students distracted by electronic devices during class.
7. **Getting Help:** Come to our office hours, or e-mail me and set up an appointment. Please contact the Learning Assistance Center (758-5929) within the first two weeks of class if you require accommodations for taking this course due to a disability.