

ASTC Climate Discovery: Climate Change for the C3 Community Course Syllabus

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Course Schedule:

In general, each week of the course starts on a Friday and all assignments must be completed a week from the following Sunday. That means that the weeks of the course content overlap by a weekend. Note that all assignments have mid-week (Wednesday) deadlines as well as end of week (Sunday) deadlines.

Dates	Topics	Graded Activity	Points
June 5 - 14	What is climate and how do we study it?	Introduce yourself and describe your local climate	100
June 12 - 21	Past and future climates	Review a climate learning activity	100
June 19 - 28	Changing regional climates and Greenland ice	Hands-on glaciers activities	100
June 26 - July 7	Urban impacts and human health (Note: extra day due to holiday.)	The Feeling the Heat Activity	100
July 3 - 12	Impact on ecosystems: plant phenology and coral reefs	Our Citizen Science Project	100
July 10 - 19	What can we do? Climate change adaptation and mitigation	Design a workshop	100

Weekly Lesson "Flow"

Some elements of this online course will allow you to work at your own pace. Other aspects, such as group projects or discussions with your classmates, require all students in the class to be "on the same page". To accommodate these elements, you will be given assignments (readings, activities, and discussions) on a weekly basis. Within a given week, you can work at the times that best suit your schedule. You will, however, be expected to complete all of your assignments by the Wednesday and Sunday deadlines each week, and be ready to start in with new topics the following week. The main home page for this course reflects this structure - it is broken down into weekly sessions, each of which displays the start and end dates for the week. At the beginning of the course, only the first week will be visible to you. As the course progresses, each subsequent week will be "unfurled" and made visible on Friday mornings according to the schedule above.

Introduction to Week: We recommend that you start each week by looking over the introduction page. It gives an overview of the week's topics and describes the course activity you will do for the week. Below the link for the weekly introduction page, you will find a general discussion forum. This is where you can post comments, questions, and have conversations about topics not related to the graded activity.

Readings and Self Assessments: The body of each weekly lesson is made up of illustrated readings and self assessments. There are also a number of Flash-based interactives. The order of readings and resources that you see in the course main page represents the recommended sequence for completing the items. Self assessments are short quizzes that are not graded. They are intended to help you gage your progress. During the latter half of the course, some of the readings are from the book *Field Notes from a Catastrophe*, by Elizabeth Kolbert, which you should receive in your course kit. Since there is one book for each C3 partner institution, please share it with your colleague who is also taking this course. The online readings will be available to you after this course has finished at Windows to the Universe:
http://www.windows.ucar.edu/tour/link=/teacher_resources/astc_c3_readings.html

Graded Activities: There is a graded activity for each week of the course. Sometimes this will be a hands-on learning activity that you try out and critique. Other times the activity involves doing a little background research about your climate, telling the group about your C3 project, or designing a workshop for educators. Some activities are done away from the computer and then you report about your experience in the discussion forum.

Each graded activity is paired with a graded activity discussion forum. This is where course discussion related to a week's graded assignment happens! You will post and respond to others in the forum. To ensure that there is enough time for discussion to brew, each graded activity requires that you make your main posting by Wednesday. This way there is ample time for people to respond to your posting by the following Sunday.

- **A posting to the graded activity discussion forum is due by Wednesday of each week**
- **Responses to two classmates postings is due by the following Sunday**

Checklist of Course Assignments

Due Date	Course Assignment
June 10	Introduce yourself and describe your local climate in the activity discussion forum
June 14	Respond to at least two of your classmates postings
June 17	Post a review a climate learning activity in the activity discussion forum
June 21	Respond to at least two of your classmates' activity reviews
June 24	Try the hands-on glaciers activities and post about your experience in the forum
June 28	Respond to at least two of your classmates' activity reviews
July 1	Try the Feeling the Heat Activity and post about your experience in the forum
July 7	Respond to at least two of your classmates' descriptions of Feeling the Heat
July 8	Describe your C3 Citizen Science Project in the activity discussion forum
July 12	Respond to at least two of your classmates' plans for citizen science
July 15	Post an outline of your plan for a climate PD workshop in the activity forum
July 19	Respond to at least two of your classmates' workshop plans

Each assignment is worth 100 of the 600 course points. The grading scale is as follows:

- 540 to 600 total points = A
- 480 to 539 total points = B
- 420 to 479 total points = C
- 360 to 419 total points = D
- Less than 360 points = Fail

Journal Prompts: During the first four weeks of the course, there is a page called "Journal Prompts" linked below the general discussion forum. These "prompts" are intended to get you

thinking about how to connect your museum or center and its C3 activities with the course content. During week 5 and 6 of this course, your assignments will directly relate course content to your C3 activities. Hopefully these prompts will help you consider this as we go along. Here is a brief synopsis of the assignments for weeks 5 and 6.

Our Citizen Science Project(s)

For the week 5 assignment, you will share with the group how your institution is involved with citizen science and what you are doing for your C3 project. We want to hear about how you and your institution view citizen science, what sorts of projects you have done in the past (if any) and how your group is promoting public understanding of global climate change by engaging the public in local studies of climate phenomena as a part of Communicating Climate Change (C3).

Design a Workshop

For the week 6 assignment, you will develop a plan for a climate workshop, which can be purely hypothetical, for either educator professional development or for museum volunteers (although if you have some other group that you would like to serve please let us know.) We would like you to think about (and then describe) how you might use some of the knowledge you gained from this course at your museum or center. Hopefully this workshop plan could eventually turn from hypothetical into a real workshop!

There are many ways to ponder and process information. Journaling is just one of those ways. If keeping a journal is not for you, feel free to consider these questions in other ways. Journals are for your own use and are not graded.

Policies

- **Late work:** Please make arrangements with course facilitators if you will need an extension for a graded assignment. Without prior arrangements, late work will be graded with a sliding scale late submission penalty. Each day (24 hours) the assignment is late, it will lose 20% of the total possible points.
- **Protocol for discussion forums:** Each week of the course contains a graded activity discussion forum that requires you to make an original post and respond to at least two of your classmates. In order to make sure that everyone has ample time to respond, each forum will have two deadlines-- your original post is due on Wednesday and your responses are due the following Sunday.
- **Language:** All communication in this course is via email and the discussion forums. It is notoriously hard to convey voice and tone through text. What one person meant to be light bantering might be taken for heavy sarcasm by someone else. Please keep all communications polite and friendly, and don't "shout" by using ALL CAPS. Another thumb rule to keep in mind is never say anything online that you wouldn't say out loud in class.

Certificate of Completion

Participants who successfully complete this course (by receiving at least a C) will receive a Certification of Completion.