 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>11-16-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Charles E. Schmidt College of Science College Geosciences	
Current Course Prefix and Number EVR 4112	Current Course Title Hazards, Climate, and People	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Checklist</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review <u>Provost Memorandum</u></small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See <u>GE Guidelines</u>.</small>	Change description to: (Adding ASL designation. No other change.) Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Fall 2020	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Erik Johanson <ejohanson@fau.edu>		
Approved by Department Chair _____ <i>XPZ zhs</i> College Curriculum Chair _____ <i>Jerry Haky</i> College Dean _____ <i>Jerry Haky</i> UUPC Chair _____ <i>Jerry Haky</i> Undergraduate Studies Dean _____ <i>Edward Pratt</i> UFS President _____ Provost _____	Date _____ <i>08/28/2020</i> _____ <i>11-6-20</i> _____ <i>11/6/2020</i> _____ <i>11-16-20</i> _____ <i>11-16-20</i> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

EVR 4112 Hazards, Climate, & People

Fully Online Course
3 Credit hours



Course Description


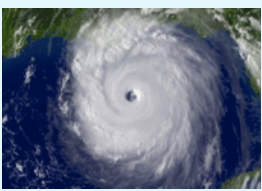



This course introduces the interaction between people, hazards, and climate. The focus will span from modern natural hazard threats to human-influenced hazards over the last several thousand years. We will explore the role of climate change as related to the magnitude and frequency of hazards both today and across time.

To understand how people today navigate hazards, special consideration is given to the perception of risk, vulnerability, preparedness, and recovery. The introduction of key concepts associated with hazards will provide a theoretical background and promote a greater understanding of disaster management. While we will introduce the physical science of hazards, we will center around how people and institutions perceive and respond to those hazards. In doing so, we will familiarize ourselves with how spatial inequality manifests with respect to risk shared across a community as well as hazard potential. Case studies from around the world will provide context and an opportunity to critique and learn from real situations.

This course includes lectures, critical thinking activities/discussions, exams, active service learning, and a class project with a recorded presentation.

Professor Information
 Dr. Erik Johanson
 ejohanson@fau.edu
 Virtual office hours: W 12–2pm by Appt

Teaching Assistants:
 Madeleine Bitting
 Mackenzie Vecchio
 Office hours posted on Canvas syllabus page

Semester schedule, including assignment due dates and assigned readings, is posted on Canvas.

Continue to check the course site for posted readings/media and revisions to our course schedule.



Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Understand the fundamental hazards that occur on our planet.
2. Recognize how climate stress and human modification of the environment are related across time.
3. Learn the geographic regions in which hazards are most likely to occur and understand why they may not occur in certain other regions.
4. Uncover underlying spatial inequalities present across communities with respect to vulnerability to key hazards.
5. Understand how natural disasters can be prevented or mitigated, emphasizing safety implementation procedures.
6. Have a greater understanding of governmental agencies charged with managing after-effects from hazards.
7. Explore the link between anthropogenic impacts in global climate and hazards.
8. Students will be able to analyze and interpret the spatial aspects of human activities on the landscape and how they intersect with hazards.
9. Additionally, students will develop their research skills, knowledge in interdisciplinary learning, written communication and critical thinking, as well as apply approaches/methodologies/techniques learned in previous, related classes.



Course Texts and Supplemental Materials

1. Natural Disasters, 10th edition, by P.L. Abbott (*note: used copies of the 8th edition are very affordable and work*)
2. Additional readings/media will be assigned and announced throughout the semester. These readings/media will be posted on Canvas as PDFs for download or as a link. Check frequently!
Note: all readings should be completed prior to a class or beginning an activity.

Course Delivery

This class will use Canvas for announcements, non-textbook readings, media, grades, etc. Please check it often! Enrollment in the Canvas course is automatic for students officially enrolled in this section. If you have any questions about the use of Canvas in this course, please ask or come by my office hours for help.

Grade Breakdown

A:	100-93	A-:	92-90	B+:	89-87	B:	86-82	B-:	81-80
C+:	79-77	C:	76-72	C-:	71-70	D:	69-60	F:	<60

Course Evaluation

Exam 1	15%
Exam 2	15%
Exam 3	15%
Project (<i>Presentation</i>)	20%
Academic S-L Project (<i>Report</i>)	10%
Activity/Participation/Quiz	25%

No extra credit will be assigned!

Academic Service Learning (Report and Presentation)

This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will select an organization to partner with and then participate in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU’s Academic Service-Learning program. For assistance in locating an organization to partner with for the course, visit <http://www.fau.edu/community/student/>. Minimum: 10 hours.



Assumption of Risk Statement for Student: I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Assumption of Risk Statement for Student: I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Academic Service-Learning (A S-L) project: Each student will identify an agency/organization to complete a 10-12 hour A S-L experience with; providing service to the community and allowing you to apply knowledge from this course to a local, national, and/or global human-environmental issue. Students will complete a 2-3-page report reflection of their A S-L experience. This assignment may be done in small groups.

Course Project (Presentation)

Your course project will be detailed early in the semester before you are expected to begin. Students will select from several hazard case studies and then thoroughly research that topic before preparing a recorded PowerPoint presentation to upload for the class to view. Once your topic is selected and approved by your professor, topics will not be allowed to change. Students will receive a detailed guideline for the project and a rubric that will be used to evaluate your research and presentation.

Presentations: in PowerPoint format, should be 8–10 minutes with penalties assessed for those going over time. You are responsible for uploading the presentation by the deadline as per the detailed instructions that will be provided.

Exams

Tests will consist primarily of multiple choice and short essay questions. Attendance is mandatory for all exams. Make-up exams will not be administered except in extraordinary circumstances, and only if the instructor is notified within two days of the absence with an approved excuse. It will be left to the instructor’s discretion to determine the justification of the make-up exam.

Activity/Participation

Participation and attendance are critical to your success! Participation will be factored in when considering your overall activity points. Being prepared is also critical! Assigned readings and in-class activities require your presence and prior reading. A series of critical thinking activities will draw upon class content and your readings to complete. Also, factored into your participation grade are written presentation reflections for your fellow student presentations.



Course Policies

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University- approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Student Athletes

Athletes competing in sports this semester should be certain that their academic advisor is aware of the course assignment schedule and contacts the instructor as soon as possible if there are conflicts.

Communication Policy

If you need to contact the instructor or your graduate teaching assistant by e-mail, please include EVR 4112 in the subject line so that your email is not accidentally overlooked. For questions regarding the course schedule, grading, expectations, etc., first review the syllabus for the requested information. Please note that this course conforms to the FAU student email policy. All course-related email will be sent to your FAU email account. All students must regularly (at least three times weekly) access their FAU email accounts, Except for Saturdays, Sundays, and holidays, the Instructor or TA typically will respond to messages within 48 hours.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see fau.edu/ctl/4.001_Code_of_Academic_Integrity.

Plagiarism

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

Course Etiquette

How we communicate to each other is very important in this course. In order to maintain a positive environment for our class, we all need to show respect and civility for the instructor, teaching assistants, and for other students in the class. Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community at FAU consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected.

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." The only exception will be determined and announced by the instructor for special purposes, as indicated.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the [FAU Office of Student Conduct](#).

Students with Disabilities

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to fau.edu/counseling/.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

Incomplete Grade Policy

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course. The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the University policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

Drops/Withdrawals

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

My Goal as Your Professor

My goal is to make this course as enjoyable and beneficial to you as possible. You will leave this course with useful knowledge that I hope will provide you with a new outlook on the world around you. I am here to assist and support you through the learning process. If you have any questions about materials covered during the class, please ask me during or after class, or come see me in my office. The time to seek help from me is before, not after, a test or presentation. Do not wait until the last week of classes to ask for help. The earlier you seek help, the better.

Student’s Responsibility	Professor’s Responsibility
<ul style="list-style-type: none">• Be prepared for all classes	<ul style="list-style-type: none">• Be prepared for all class
<ul style="list-style-type: none">• Be respectful of others	<ul style="list-style-type: none">• Be respectful of the students
<ul style="list-style-type: none">• Actively contribute to the learning activities in class	<ul style="list-style-type: none">• Create and facilitate meaningful learning activities
<ul style="list-style-type: none">• Abide by the Honor Code	<ul style="list-style-type: none">• Evaluate all fairly and equally

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN CLASS, CANVAS, AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

Semester Schedule **subject to any announced changes posted on Canvas Modules*

Mod# #	Dates	Module/Unit Topic	Module/Unit Objective(s)	Assessment(s)	Lesson Content
0	8/24 – 8/31	Course Intro	<ol style="list-style-type: none"> Understand the course expectations Review the syllabus Adhere to FAU's Academic Integrity 	<ul style="list-style-type: none"> Syllabus Quiz (0.1, 0.2) Online Student Academic Integrity Workshop (0.3) 	<ul style="list-style-type: none"> Course Syllabus (0.1, 0.2) Canvas course page (0.1, 0.2, 0.3)
1	8/31 – 9/8	Hazard Concepts	<ol style="list-style-type: none"> Discover how hazards are defined as natural or anthropogenic and how these are connected (CO.6) Recognize how risks are perceived based on many factors (CO.3) Distinguish between resiliency and mitigation, magnitude vs. frequency, and other hazard concepts (CO.4) 	<ul style="list-style-type: none"> Activity 1: Calculating hurricane risk (1.1, 1.2, 1.3) Discussion 1: "Natural" disaster? (1.1) Discussion peer review 1 (1.1) 	<ul style="list-style-type: none"> PowerPoint Lectures (1.1, 1.2, 1.3) Reading 1: What makes a disaster "Natural"? (1.1) Reading 2: That daily shower can be a killer (risk intro) (1.2) Reading 3: Textbook Ch.1 (1.1, 1.2, 1.3)
2	9/8 – 9/14	Climate Change	<ol style="list-style-type: none"> Understand how risks and losses change over time and are related to geography and population (CO.2,7) Gain an understanding of climate change science and how climate affects hazards (CO.6) Recognize the connection between climate change mitigation and certain natural hazard mitigation using a political economy approach (CO.6) 	<ul style="list-style-type: none"> Activity 2: Miami climate action plan (2.2, 2.3) Discussion 2: Climate change concerns (2.1) Discussion peer review 2 (2.1) 	<ul style="list-style-type: none"> PowerPoint Lectures (2.1, 2.2, 2.3) Reading 1: Are natural hazards and disaster losses in the US increasing? (2.1, 2.2) Reading 2: Impacts of climate change on natural disasters (2.2, 2.3) Reading 3: Textbook Ch.12 (2.1, 2.2, 2.3)
3	9/14 – 9/21	Earthquakes & Volcanoes	<ol style="list-style-type: none"> Recognize geospatial differences in earthquake risk and other hazards (CO.2,3) Identify mitigation strategies used to reduce vulnerability (CO.4) Identify learned lessons from past events (CO.1,7) Examine warning system effectiveness (CO.5) 	<ul style="list-style-type: none"> Activity 3: Earthquake risk comparison (Haiti & Japan) (3.1, 3.2, 3.3) Discussion 3: Building codes, risk, and socioeconomic factors (3.2) Media Quiz 1 (3.1, 3.4) 	<ul style="list-style-type: none"> PowerPoint Lectures (3.1, 3.2, 3.3) Reading 1: Why Oklahoma is getting so many more earthquakes (3.1) Reading 2: Textbook Ch.3,4,5, 6 (3.1, 3.2, 3.3) Media: Doomsday Volcanoes (3.1, 3.4)
4	9/21 – 9/28	Documentary & Exam 1	<ol style="list-style-type: none"> Critically examine disaster recovery efforts at the international level (CO.5) 	<ul style="list-style-type: none"> Documentary Quiz 1 (4.1) Exam 1 Assigned semester project topic 	<ul style="list-style-type: none"> View assigned documentary film (4.1)
5	9/28 – 10/05	Tsunamis	<ol style="list-style-type: none"> Distinguish how tsunami differ from wind-blown waves and how tsunami events are closely linked to other hazards (CO.1,2,6) 	<ul style="list-style-type: none"> Activity 4: Tsunami Warning System (5.2) Discussion 4: Warnings, infrastructure, and perceptions (5.2) 	<ul style="list-style-type: none"> PowerPoint Lectures (5.1, 5.2) Reading: Textbook Ch.8 (5.1, 5.2) Media: Tsunami mechanics and impacts (5.1)

			2. Identify mitigation challenges related to hazards with minimal warning (CO.4,5)	<ul style="list-style-type: none"> • Media Quiz 2(5.1) 	
6	10/05 – 10/12	Severe Weather & Tornadoes	<ol style="list-style-type: none"> 1. Identify drivers of severe weather and how to identify likely tornado activity (CO.1,2) 2. Explore how tornado timing and perceptions of frequency dramatically affect event mortality (CO.2, 3) 3. Gain an understanding of tornado recovery and rebuilding efforts (CO.4,5) 	<ul style="list-style-type: none"> • Activity 5: Tornado Critical Thinking – FEMA, Joplin 2011 (6.2, 6.3) • Discussion 5: Tornado mortality (6.2) 	<ul style="list-style-type: none"> • PowerPoint Lectures (6.1, 6.2, 6.3) • Reading 1: Textbook Ch.9,10 (6.1, 6.2, 6.3) • Media: Joplin tornado response (6.3)
7	10/12 – 10/19	Floods	<ol style="list-style-type: none"> 1. Introduction to river/coastal flooding types and flooding drivers (CO.1,2,6) 2. Explore societal responses to flood hazards (CO.4,5) 3. Critique of the “tech fix” and how it affects flooding awareness (CO.3,4,7) 4. Identify current flood hazards in south Florida and who is most vulnerable (CO.3,6,7) 	<ul style="list-style-type: none"> • Activity 6: FEMA aid access (7.2, 7.4) • Media Quiz 3 (7.2, 7.3) 	<ul style="list-style-type: none"> • PowerPoint Lectures (7.1, 7.2, 7.3, 7.4) • Reading 1: Evaluating flood resilience strategies for coastal megacities (7.2, 7.3) • Reading 2: Before the levees break, a plan to save the Netherlands (7.2, 7.3) • Reading 3: Ch.13 (7.1, 7.2, 7.3) • Media: Coastal flooding and catastrophic failures (7.2, 7.3)
8	10/19 – 10/26	Documentary & Exam 2	1. Examine a natural disaster’s impact and community recovery (CO.4,5)	<ul style="list-style-type: none"> • Documentary Quiz 2 (8.1) • Exam 2 	<ul style="list-style-type: none"> • View assigned documentary film (8.1)
9	10/26 – 11/02	Tropical Cyclones	<ol style="list-style-type: none"> 1. Understand the basic drivers of hurricanes and how to predict seasonal activity (CO.1) 2. Explore hurricane trends over time using proxy records (CO.1,6) 3. Identify the myriad of hazards associated with hurricane activity (CO.1,2) 4. Examine how socioeconomic status is related to how populations are impacted (CO.3,6,7) 5. Introduction to hurricane recovery in south Florida and climate change gentrification (CO.4,5,7) 	<ul style="list-style-type: none"> • Activity 7: Hurricane Andrew (9.4, 9.5) • Discussion 6: Hurricane vulnerability in south Florida (9.3, 9.4, 9.5) 	<ul style="list-style-type: none"> • PowerPoint Lectures (9.1, 9.2, 9.3, 9.4, 9.5) • Reading 1: 2017 impact in Puerto Rico (9.4) • Reading 2: Are epic rains the new normal? (9.2) • Reading 3: Destruction at dawn (Hurricane Andrew) (9.5) • Reading 4: Ch.11 • Media 1: 2017 hurricane season coverage (9.3, 9.4, 9.5) • Media 2: Hurricane Andrew podcast (9.5)
10	11/02 – 11/09	Wildfires	<ol style="list-style-type: none"> 1. Gain a basic understanding of the climate drivers of drought (CO.1,2) 2. Explore how geography affects fire hazards (CO.2,3) 3. Examine trends in wildfire frequency and magnitude as related to climate change (CO.6,7) 	<ul style="list-style-type: none"> • Activity 8: Wildfire Preparation (10.3, 10.4) • Media Quiz 4 (10.4) 	<ul style="list-style-type: none"> • PowerPoint Lectures (10.1, 10.2, 10.3, 10.4) • Reading 1: Climate-induced variation in global wildfire danger (10.2, 10.3) • Reading 2: Ch.14 (10.1, 10.2, 10.3)

			4. Identify the challenges associated with mitigating hazards in the wildland-urban interface (CO.4,5,6,7)		<ul style="list-style-type: none"> • Media: Wildfire coverage (10.4)
11	11/09 – 11/16	Mass Movements	<ol style="list-style-type: none"> 1. Understand how land-slide types and how they occur (CO.1,2) 2. Consider the link between population/settlement and landslide vulnerability (CO.2,3,6,7) 3. Critique case studies of mass movements in the past (CO.4,5) 	<ul style="list-style-type: none"> • Activity 9: Mass movements (11.2, 11.3) • Media Quiz 5 (11.1, 11.2) 	<ul style="list-style-type: none"> • PowerPoint Lectures (11.1, 11.2, 11.3) • Reading: Ch.15 (11.1, 11.2, 11.3) • Media: Killer landslides (11.1, 11.2)
12	11/16 – 11/23	Documentary & Exam 3	1. Identify challenges in communication between state and federal agencies following a large-scale natural disaster (CO.4,5)	<ul style="list-style-type: none"> • Documentary Quiz 3 (12.1) • Exam 3 	<ul style="list-style-type: none"> • View assigned documentary film (12.1)
13	11/23 – 11/30	ASL Reports	<ol style="list-style-type: none"> 1. Participate in feedback activities related to ASL reports by reviewing a fellow student's report and providing positive feedback (CO.8) 2. Review feedback from other students for your submitted report (CO.8) 	<ul style="list-style-type: none"> • Submit paper report for your ASL experience (13.1, 13.2) • Complete ASL reporting of hours to FAU (13.1, 13.2) • Discussion 7: Positive feedback for your assigned peers' ASL reports (13.1, 13.2) 	<ul style="list-style-type: none"> •
14	11/30 – 12/05	Project Presentations	1. Submit a short presentation of your semester project based on your assigned hazard case study (CO.8)	<ul style="list-style-type: none"> • Submit project presentation (14.1) • Activity: Review your assigned peers' posted presentations and post constructive feedback and suggestions for improvement 	<ul style="list-style-type: none"> •