

---

**ELMHURST COLLEGE**  
**F Y S**

---

*The First Year Seminar at Elmhurst College: A Component of the Elmhurst Experience*

---

**FYS 100-05 FALL 2009**

---

**Global Warming Myths Exposed: The *Real* Inconvenient Truth**

---

**Class meeting: Tuesdays/Thursdays 8:00-9:30 AM/ Daniels Hall (DA) 309**

---

Professors:	Dr. Rich Schultz Asst. Professor, Geography	Mr. Ian Crone Assoc. Dean of Students
Office:	Daniels 316	Frick Ctr. 223
Voicemail:	(630) 617-3128	(630) 617-3284
E-mail:	<a href="mailto:richs@elmhurst.edu">richs@elmhurst.edu</a>	<a href="mailto:icrone@elmhurst.edu">icrone@elmhurst.edu</a>
Office Hours:	M 9:00-10:30 AM; T 9:30-10:30 AM; W 9:00-10:30 AM or by Appointment	By appointment

**Website:** <http://www.elmhurst.edu/~richs>

---

**Required Texts:**

1. *Rough Guide to Climate Change*; 2008, R. Henson, 2<sup>nd</sup> edition: ISBN: 978-1858281056. Available at the Elmhurst College Bookstore
2. *Cool it: The Skeptical Environmentalist's Guide to Global Warming*; 2008, B. Lomborg, Vintage Publishers, ISBN: 978-0307386526. Available at the Elmhurst College Bookstore
3. *Dreams From My Father: A Story of Race and Inheritance*: by Barack Obama; ISBN: 9781400082773 *You should already have this text and have read it over the summer.*

\*It is recommended, although not required, to purchase a jump drive. These are available at almost any Best Buy, Wal-Mart, Target, or similar store. A minimum of 2 Gb is best. Students will be asked to bring these to class each meeting time and can load the entire DVD directly on the jump drive if they prefer

*\*Students will be issued a DVD of videos and important manuscripts*

**Course Description:**

Building on a contextual framework of the study and importance of the liberal arts tradition, this seminar will primarily examine global climate change as a result of several factors including the dynamic processes of the Earth itself, external forces including variations in sunlight intensity, and more recently by human activities, which might in the future include deliberate geoengineering. Geoengineering would involve the deliberate modification of Earth's environment on a large scale to suit human needs and promote sustainable habitability. External factors that can shape climate are often called climate "forcings" and include such processes as variations in solar radiation, deviations in the Earth's orbit, and the level of greenhouse gas concentrations. Numerous potential influences to the global climate fluctuations are discussed in this seminar. Student learning outcomes are centered on developing a healthy skepticism

towards what is presented in the popular media, firmly grasping the concept of information literacy and what constitutes a reputable source of information, and gaining an understanding for the natural processes of climate change, often ignored in mainstream presentations.

This first year seminar is an introduction to both an academic theme as well as a conceptual model for students to transition into the undergraduate environment. The primary focus of the academic portion of the course is aimed at enhancing students' critical capacity to build upon foundational scientific knowledge for the purpose of making an informed decision regarding global climate issues. Ethical approaches to problem solving as well as understanding various viewpoints and perspectives help to generate an educational desire for further and more comprehensive studies. Readings, assessed discussions, and a project are included as course activities. An experiential learning component is designed to emphasize the practical aspects of understanding climate change from a pragmatic perspective.

### **Overarching Goals as a Gateway to Liberal Learning:**

1. Instill a sense of lifelong learning
2. Promote effective communication skills
3. Learn to celebrate diversity in all of its forms

### **COURSE LEARNING OBJECTIVES:**

Through participation in the FYS students will be able to:

1. Articulate an understanding of the value of a liberal arts education and its synergy with professional preparation.
2. React ethically to varied perspectives and experiences to stimulate intellectual curiosity and to expand cultural awareness.
3. Articulate and demonstrate ways to ethically gather, synthesize and present information in school, work and life.
4. Respond critically to varied texts from different disciplinary spheres of knowledge and perspectives.
5. Contribute to the campus and/or society through varied means, including civil engagement.

**ACADEMIC INTEGRITY:** The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, Elmhurst College has adopted a Code of Academic Conduct and a Statement of Student Academic Integrity. These may be found in the College Catalog. Among the violations of academic integrity listed and defined are: cheating, plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, falsification of records and official documents, personal misrepresentation and proxy, and bribes, favors, and threats. It is the student's responsibility to be aware of behaviors that constitute academic dishonesty and carefully read and understand the E-Book.

**METHOD OF INSTRUCTION:** Audio-visual materials such as PowerPoint™ presentations, animations, and/or DVDs will supplement classroom discussions. A culmination of the course will be an experiential learning project whereby students will be afforded the opportunity to make a difference by participating in a "grass roots" effort thus verifying societal misconceptions that exist concerning global climate change. Several guest speakers will supplement class materials and discussions. Students will be expected to fully engage and participate freely in discussions in order to succeed in the course.

### **COURSE PRACTICES REQUIRED:**

1. Students are expected to read all assigned material and/or handouts BEFORE coming to class.
2. A late penalty will be assessed for homework turned in past the due date. Once students have received their graded assignments back, one can no longer submit that assignment for any credit.
3. Students are expected to take all exams during the scheduled times. It is the student's responsibility to notify the instructor PRIOR to missing an exam and schedule a makeup PRIOR to missing the exam.
4. Exams and homework assignments in this course are largely based on lecture and reading material presented in class, guest speakers, and online materials discussed in class.
5. Attendance is **mandatory**. In the event of absences, students are responsible for any classroom material, or information regarding schedule changes that were covered during class. Be sure to contact a fellow student or your instructor to find out what you missed during your absence. Students are responsible for keeping track of and obtaining any handouts or assignments that they missed during their absence.
6. Students are expected to participate *equally* in any group work if assignment is part of a group effort.
7. Under NO circumstance are grades or issues related to grades addressed via e-mail. If you have any questions about grades, DO NOT E-MAIL! You must visit one of the instructors during office hours or make an appointment to talk about grades *in person*.

**INTERNET AVAILABILITY OF CLASSROOM HANDOUTS:** Many (but NOT all) of the course materials are posted on BlackBoard. Students of this class will be able to access materials from home or from any place where you are using a computer with Internet access capability. **Course web site:** <http://bb.elmhurst.edu>

**EVALUATION METHODS:** Your course grade will be based upon a numerical points system for these categories: **THESE ARE APPROXIMATE - MAY CHANGE!**

- 1) ***Class Discussions and Papers*** (10 X 20 pts. = 200 points)
- 2) ***Lecture Exams*** (50 points X 2= 100 points), both unit exams
- 3) ***Final Reflection Paper (in lieu of Final Exam)*** (100 points)
- 4) ***Cultural Event Attendance*** (3 x 25 pts. = 75)\*
- 5) ***Participation/Presentation in Experiential Learning*** (75 points)
- 6) ***Attendance/participation at Global Climate Change Workshop*** (50 points)
- 7) ***Gallery Walk Exercise*** (50 points)
- 8) ***Attendance*** (50 points)
- 9) ***Miscellaneous Exercises*** (50 points)
- 10) ***Information Literacy and Blog Assignment (Library)*** (50 points)

for a total of approximately 800 possible points.

*\*Students must attend at least three (3) cultural events during the course of the Term and write a one-page summary of each of the events.*

### **Breakdown:**

- Class Participation/Discussions: 27%; Exams: 13%; Final Reflection Paper: 13%; Experiential Learning: 10%; Cultural Events: 10%; Gallery Walk Exercise: 7%; Misc. Exercises: 7%; Attendance: 7%; Info. Literacy: 7%.

### **Class Participation and Preparation:**

Students will be assessed by the instructors on their level of participation and preparation for class. Included in this evaluation will be how students participate in class discussions, ask pertinent questions, attendance, tardiness, and attentiveness and personal conduct in the classroom. This is a **discussion-based** course and is designed for group exchange. Your input and participation is important for both you and your fellow students - don't let them or yourself down.

\*\*There is a REQUIRED experiential learning workshop on Saturday, Oct. 24 from 10:00-2:00 PM.

**Dates of Exams: APPROXIMATE DATES - THESE MAY CHANGE!**

Exam I: Thursday, Oct. 1

Exam II: Tuesday, November 24

Only the total number of points earned count toward your final tally for the course grade. Final letter grades will be based upon a straight scale out of a possible of 700 points:

- 627-700 points - 89.5-100%=A;
- 557-626 points - 79.5-89.4%=B;
- 487-556 points - 69.5-79.4%=C;
- 417-486 points - 59.5-69.4%=D;
- < 416 points - 59.4%=F

You must earn at least 59.5% in order to pass the course. Lecture exams will consist of an in class exam worth 50 points comprised of matching, fill-in-the-blank, short answer, labeling of diagrams, and essay questions. Make up exams may ONLY be taken with the prior permission of your instructor, and usually no later than 1 week after the original exam date.

**HOMEWORK ASSIGNMENTS:**

Because a science-based course requires you to learn a great deal of new vocabulary, your homework will consist primarily of science-based readings, viewing DVDs and online videos and online research. It is to your advantage to study the readings before we discuss them in class (usually the class after they are assigned) and not wait until the exam to cover all the readings.

**OTHER COURSE INFORMATION**

*Elmhurst College will make reasonable accommodations for persons with documented disabilities. If you have a disability, which may have some impact on your work in this course, please contact Ms. Maureen Connolly, (630) 617-3753.*

*Elmhurst College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation, or marital status in admission to and participation in its education program, College activities and services, or employment practices. The College does not tolerate sexual harassment or sexual assault by or of its students or employees.*

**Other Information:**

The following are a few key points to remember as part of this class:

1. Anything that is turned in for grading must be legible and your OWN work, without exception. Neatness counts! If the instructors cannot read it, it is counted as wrong!
2. All work to be turned in, although often accomplished through group effort and/or collaborative learning, must be on an individual basis. Everyone must turn in the assignment for an individual grade.
3. Do not bring food into the classroom/lab. The facility does not allow foodstuffs or tobacco products in the building.
4. Participation and engagement is the key to success in this course.
5. Under NO circumstance are grades or issues related to grades addressed via e-mail because of privacy issues. If you have any questions about grades, **DO NOT E-MAIL!** You must visit the instructors during office hours or make an appointment to talk about grades *in person*.

6. The Experiential Learning Project is an integral portion of the educational experience of this course. Failure to attend or submit assignments for the Experiential Learning activities will adversely affect your grade in the course and may result in course failure.

**Tentative Course Schedule/Calendar:**

**As of 8/31/09**

<u>Week</u>	<u>Session</u> <u>Date</u>	<u>Topic/Activity</u>	<u>Assignment for Next Class</u>
1	1 Tuesday, Sept. 1	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Activity: <i>Mapping your Diversity</i></li> <li>▪ Syllabus and Expectations overview</li> <li>▪ Learning styles</li> <li>▪ Distribute DVDs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take Online Learning styles assessment and submit results via e-mail</li> <li>▪ Read "Rough Guide to Climate Change" (RGCC), Ch. 1, pp. 1-18.</li> <li>▪ Read PowerPoint Lecture 1&amp;2 (lectures are available on course DVD)</li> </ul>
1	2 Thursday, Sept. 3	<ul style="list-style-type: none"> <li>▪ What is known about students? clip</li> <li>▪ <b>I. BASICS</b></li> <li>▪ Lecture 1: Climate Change: A Primer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read RGCC, pp. 19-30</li> <li>▪ Read PowerPoint Lecture 1&amp;2</li> <li>▪ Look over Organizational Chart of Elmhurst College</li> </ul>
2	3 Tuesday, Sept. 8	<ul style="list-style-type: none"> <li>▪ Activity: <i>Why are you here? Adjusting to a College Culture</i> and Time Management</li> <li>▪ Lecture 2: Climate Change: A Primer (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Liberal Arts articles and be prepared to discuss on Thursday, Sept. 10.</li> <li>▪ Meet in Alexander Room of Frick Center on Thursday</li> <li>▪ Field Trip on Tuesday, Sept. 15; meet at Alumni Fountain at 7:30 AM.</li> </ul>
2	4 Thursday, Sept. 10	<ul style="list-style-type: none"> <li>▪ Liberal Arts Readings discussion <u>in</u> Alexander Room of Frick Center</li> </ul>	<ul style="list-style-type: none"> <li>▪ For Tuesday Sept. 15, Read RGCC, pp. 31-40</li> <li>▪ Read PowerPoint Lecture 3</li> </ul>
3	5 Tuesday, Sept. 15	<ul style="list-style-type: none"> <li>▪ Field Trip to SCARCE in Glen Ellyn, IL; meet at Alumni Fountain at 7:30 AM.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For Thursday, Sept. 17, read PowerPoint Lectures 3 and 4</li> </ul>
3	6 Thursday, Sept. 17	<ul style="list-style-type: none"> <li>▪ Activity: Letters Home</li> <li>▪ <b>II. SYMPTOMS</b></li> <li>▪ Lecture 3 and 4: The Greenhouse Effect and "Symptoms"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assign "Maximizing College Resources: Elmhurst Epidemic"</li> <li>▪ Meet in Library "Fish Bowl" on Tuesday, Sept. 22</li> </ul>
4	7 Tuesday, Sept. 22	<ul style="list-style-type: none"> <li>▪ Information Literacy Session: meet in Buehler Library "Fish Bowl"</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11 AM-1:00 PM: Attend International Fair in Frick Center</li> <li>▪ Begin reading "Cool It!" and review video on course DVD by Bjorn Lömborg entitled, "BjörnLomborgCoolIt"</li> </ul>
4	8 Thursday, Sept. 24	<ul style="list-style-type: none"> <li>▪ Mr. Crone leads class meeting –</li> <li>▪ Begin reading "Cool It!"</li> <li>▪ Begin studying for Exam I</li> </ul>	

5	9	Tuesday, Sept. 29	<ul style="list-style-type: none"> <li>Group reports on Maximizing College Resources: Elmhurst Epidemic</li> </ul>	<ul style="list-style-type: none"> <li>Attend Cesar Chavez Guestship in Illinois Hall at 4:00 PM</li> <li>Review Guide for Exam to be posted on Blackboard site</li> <li>Prepare for Exam I on Thursday, Oct. 1</li> </ul>
5	10	Thursday, Oct. 1	<ul style="list-style-type: none"> <li><b>Exam I:</b> covers global climate change academic theme, <i>not</i> Student Affairs materials</li> </ul>	
6	11	Tuesday, Oct. 6	<ul style="list-style-type: none"> <li>Mr. Crone leads class: SAFE Training with Dr. Tamar Levinson</li> </ul>	<ul style="list-style-type: none"> <li>For Thursday, Oct. 8, read PowerPoint Lecture 5</li> </ul>
6	12	Thursday, Oct. 8	<ul style="list-style-type: none"> <li>Review of Exam I</li> <li><b>III. SCIENCE</b></li> <li>Lecture 5: Science and Debates</li> </ul>	<ul style="list-style-type: none"> <li>Meet in Frick Center Prospect Room on Tuesday, Oct. 13</li> <li>Review "<i>Dreams from My Father</i>"</li> </ul>
7	13	Tuesday, Oct. 13	<ul style="list-style-type: none"> <li>Meet in Frick Center - Prospect Room: Book Discussion: "<i>Dreams from My Father</i>"</li> </ul>	<ul style="list-style-type: none"> <li>Review PowerPoint Lecture 6</li> </ul>
7	14	Thursday, Oct. 15	<ul style="list-style-type: none"> <li><b>IV. DEBATES</b></li> <li>Lecture 6: The Truth Behind Global Warming</li> </ul>	<ul style="list-style-type: none"> <li>On Tuesday, Oct. 20, meet in Frick Center Alexander Room</li> </ul>
8	15	Tuesday, Oct. 20	<ul style="list-style-type: none"> <li>Meet in Frick Center Alexander Room: International Education and Study Abroad Session</li> </ul>	<ul style="list-style-type: none"> <li>Prepare courses you want to take for J-Term and Spring 2010</li> </ul>
8	16	Thursday, Oct. 22	<ul style="list-style-type: none"> <li>Advising and Course Selection</li> </ul>	<ul style="list-style-type: none"> <li>Remember to schedule your appointment to meet with Dr. Schultz (and Ian Crone) to schedule classes for next year (J-Term and Spring 2010) since advising sessions begin week of Oct. 26</li> <li>Review Lecture 7</li> </ul>
		Saturday, Oct. 24	<ul style="list-style-type: none"> <li><b>Required Experiential Activity:</b> GLOBAL CLIMATE CHANGE WORKSHOP with Mr. Rick DiMaio</li> </ul>	<ul style="list-style-type: none"> <li>Meet in Circle Hall 104 at 10:00 AM</li> </ul>
9	17	Tuesday, Oct. 27	<ul style="list-style-type: none"> <li>Activity: Values Spectrum</li> <li>Lecture 7: Global Dimming</li> </ul>	<ul style="list-style-type: none"> <li>Review Lecture 8</li> </ul>
9	18	Thursday, Oct. 29	<ul style="list-style-type: none"> <li>Lecture 8: "<i>John Christy: What the Numbers Show</i>"</li> </ul>	
10	19	Tuesday, Nov. 3	<ul style="list-style-type: none"> <li>DVD: <i>The Politics Behind Global Climate Change:</i> Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Read Strategic Plan for Thursday's class</li> </ul>
10	20	Thursday, Nov. 5	<ul style="list-style-type: none"> <li>Co-creating community session (led by</li> </ul>	<ul style="list-style-type: none"> <li>Friday, Nov. 6 is the last day to withdraw from classes</li> <li>Read Hockey Stick Curve paper for Tuesday's class</li> </ul>

			Mr. Crone)	
11	21	Tuesday, Nov. 10	<ul style="list-style-type: none"> <li>▪ Activity: <i>Things are Not Always What They Seem...</i></li> <li>▪ Guest Speaker: Dr. Tom Sawyer Hockey Stick Debate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a one-page reflection paper on Dr. Sawyer's presentation (due Thursday)</li> <li>▪ Review Lecture 9</li> </ul>
11	22	Thursday, Nov. 12	<ul style="list-style-type: none"> <li>▪ Lecture 9: <i>"Bjorn Lomborg: The Real State of the World"</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a three-page reflection paper on Bjorn Lomborg's perspectives.</li> <li>▪ Review Lecture 10: <i>"Pat Michaels: Climate of Extremes"</i> for Tuesday</li> </ul>
12	23	Tuesday, Nov. 17	<ul style="list-style-type: none"> <li>▪ Lecture 10: <i>"Pat Michaels: Climate of Extremes"</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Expo today: 11:00-1:00 PM</li> </ul>
12	24	Thursday, Nov. 19	<ul style="list-style-type: none"> <li>▪ <i>"The Great Global Warming Swindle"</i></li> <li>▪ Review for Exam II</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a two-page reflection paper on your reaction to this video (due next Tuesday)</li> </ul>
13	25	Tuesday, Nov. 24	<ul style="list-style-type: none"> <li>▪ <b>Exam II:</b> covers all global climate change content <i>since</i> last exam</li> </ul>	
13	26	Thursday, Nov. 26	<ul style="list-style-type: none"> <li>▪ NO CLASS – Thanksgiving Break</li> </ul>	
14	27	Tuesday, Dec. 1	<ul style="list-style-type: none"> <li>▪ Assign Gallery Walk Exercise</li> </ul>	
14	28	Thursday, Dec. 3	<ul style="list-style-type: none"> <li>▪ Work on gallery walk in class</li> </ul>	
15	29	Tuesday, Dec. 8	<ul style="list-style-type: none"> <li>▪ <i>To make a difference I can...</i></li> <li>▪ Final presentations of experiential learning: SCARCE</li> <li>▪ Conclusions of course; relate to mission</li> </ul>	
15	30	Thursday, Dec. 10	<ul style="list-style-type: none"> <li>▪ Gallery Walk</li> <li>▪ Assign Final Reflection Paper (in lieu of Final Exam) – due <u>Thursday, Dec. 17</u></li> </ul>	

**\*Note: Final Grades will be made available by Monday, December 21, 2009 on BlackBoard site.**