



# Instructor Policies

SCI256

People, Science and the Environment

Campus/Learning Center: Colorado Main Campus, Lonetree, CO

## ***Facilitator Information***

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### **John Ensworth**

[jenswor@email.phoenix.edu](mailto:jenswor@email.phoenix.edu) (University of Phoenix)

[johnensworth@earthlink.net](mailto:johnensworth@earthlink.net) (Personal)

720-378-2771 (MST)

### **Facilitator Availability**

I am available from 9 a.m.-8 p.m. Mountain Time on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact.

I want you to know that, should you need to contact me outside these time frames, you should not hesitate to do so.

## ***Late Assignments***

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Late assignments receive a 10% deduction for each day they are late (Saturday night 11:59pm after class meets except for Week 5 when all work is due by Saturday 11:59pm) if assignments are not posted by 11:59 p.m. M.S.T. on the day they are due. Assignments more than 4 days late will not be accepted. Technological issues are not considered valid grounds for late assignment submission. Please use cloud services and/or memory sticks to save work outside your hard drive). In the event of a University of Phoenix server outage, students should submit assignments to the instructor and when systems are restored, submit those assignments according to syllabus instructions. Unless an Incomplete grade has been granted, learner assignments submitted after the last day of class will not be accepted.

## ***Learning Teams***

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One of the learning goals at the University is to help students develop the skill of effective collaboration and team competence.

Several of the assignments in this class will be completed in Learning Teams of three to five students. I will set up these teams by the end of Week 1. Learning Team Charters and Peer Evaluation forms are required. Please see the instructions in the weekly sections of the syllabus for more information about the team assignments.

University of Phoenix students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area. Because Learning Team projects are outcome-based, all members of your Learning Team will generally earn the same grade for Learning Team projects. However, I reserve the right to report different grades for different Learning Team members if I see a substantial imbalance in individual contribution. Learning

Teams should provide a brief summary of any communication held outside the forum. Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the OLS (Online Learning System) environment in another way, please post a log, transcript, or summary in the Learning Team forum. Further, do not use any of these supplementary communication tools unless everyone on your Learning Team agrees to the method and to the schedule. Students who participate in the completion of Learning Team assignments should use the checkbox in the Assignments link to acknowledge their contribution to the team during the week. If you have any questions, please contact me.

Learning Team Charters and Peer Evaluation forms are required. Please see the instructions in the weekly sections for more information.

It is expected that you will actively participate with your learning team and contribute to the team discussions by a) contributing original work that is accepted and used by the team with proof of originality b) participating in the project from assignment organizing through meaningful final review of the team project for submission, and c) ensuring to your team that your contributions are your original work and properly quoted, cited, and referenced.

University of Phoenix students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers. If you experience difficulties working with your team, you are expected to resolve them within the team if possible using the terms of the Learning Team Charter. However, please feel free to contact me for guidance if you have concerns in this area.

It is expected that you will actively participate with your learning team and contribute to the team discussions and assignments by a) contributing original work that is accepted and used by the team with proof of originality b) participating in the project from assignment organizing through meaningful final review of the team project for submission, and c) ensuring to your team that your contributions are your original work and properly quoted, cited, and referenced.

While Learning Team projects will be evaluated on outcomes, **individual students may receive differing grades based on individual contributions and collaboration.**

Learning Teams should provide a brief summary of any communication held outside the classroom. Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the classroom environment in another way, please post a log, transcript, or summary in the **Learning Team** discussion section. Further, do not use any of these supplementary communication tools unless everyone on your Learning Team agrees to the method and to the schedule. If you have any questions, please contact me.

## ***Classroom Management Policies***

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Local campus facilitators: Local campus facilitators: We will have 10 minute breaks on the hour. An hourly attendance form will also be distributed. Class participation (4% of your grade each week) will be determined by the fraction of the night you are present and in class discussion participation. Remember, per university policy, you may only miss one night of class and you will be automatically dropped from the class. Don't do it!

Note, as per University policy, if a student misses more than one class, they are automatically withdrawn from the class.

Prepare for class to run the full time 6pm to 10pm. We have a LOT of science spanning the entire Planet!

And, yes, that does include Week 5.

Please silence (vibrate mode) cell phones and take calls outside of the classroom.

You are strongly encouraged to bring a laptop to class (to access the textbook) - or bring a printed form of that week's chapters of the e-book textbook.

**Be sure to read the textbook BEFORE completing the homework, that material will help you greatly.**

Necessary course changes will also be reflected at the class back-up page:

[http://www.bikerjohn.com/classes/UoP\\_environ\\_sci/](http://www.bikerjohn.com/classes/UoP_environ_sci/)

### ***Specific Instructor Policies***

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I will return graded work (on time or late) within seven days or less of submission (unless they are beyond the 4 day late without instructor permission).

The current posting of the syllabus (with these instructor policies) override the standard campus syllabus (except for Week 1 assignments).

Classroom PowerPoints will also be available there.

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### ***Participation***

Students may earn participation points each week. Attendance is taken at approximately 6:00, 7:15, 8:15, 9:15 and 10:00 and being there at each time helps qualify the student for full participation points for the evening. Beyond attendance, participation requires students to be listening and not talking, texting on their cell phones, or using their computers excessively. **Excessive side conversations, texting on cell phones, web surfing, returning late from breaks and emailing are particularly distracting and disrespectful. Please limit these activities to breaks only. During certain classroom activities computer use is prohibited. Using a computer during these times will result in forfeit of all participation points for that class. Computers and cell phones may not be used during individual or learning team presentations.** Participation points will not be earned if I feel that such activities are affecting your engagement in the classroom or distracting others in the class. Participation aids learning. During each workshop you are expected to be actively engaged in the activities and discussions. Please come to class prepared to do so.

The number of participation points earned is at the sole discretion of the instructor and will not be changed.

Arriving late to class

All classes begin promptly at 6:00. At that time, important announcements are made, and there are opportunities for students to ask questions. These are highly valuable participation activities. Material cannot be reviewed for students who arrive late. Occasionally, circumstances arise and students may arrive late. I understand. Arriving late is disruptive. Please be aware that participation points will be impacted according to the following table because the highly valuable time at the beginning of class is missed.

<b>Time that student arrives</b>	<b>Maximum percent of participation points earned</b>
Between 6:20 and 7	60%
Between 7 and 8	25%
Between 8 and 9	10%
Between 9 and 9:55	5%

Leaving class early.

Occasionally circumstances arise and students may need to leave class early. I understand. However, I would appreciate it if you would understand how this can be disruptive, and so please try leave during a break. Leaving early often means that activities and learning team interaction are missed, which significantly impacts overall participation. Also, toward the end of class, I review future assignments and there are opportunities to ask questions. These are highly valuable activities, and missing them significantly impacts participation points. Participation points are earned according to the following tables:

For classes with learning teams:

<b>Student participates in class activities</b>	<b>Maximum percent of participation points earned</b>
Between 6 and 7:30	10%
Between 7:30 and 8:30	10%
Between 8:30 and 9:30	10%
Between 9:30 and 10:00	10%
Future Assignment Review	30%
Team Huddle and Log	30%

The Future Assignment Review and Team Huddle and Log activities are usually conducted in the last 30 minutes of class. Therefore, a student leaving at 9:00 can earn a maximum of 25% of the participation points.

For classes without learning teams:

<b>Student participates in class activities</b>	<b>Maximum percent of participation points earned</b>
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Between 6 and 7:30	10%
Between 7:30 and 8:30	10%
Between 8:30 and 9:30	20%
Between 9:30 and 10:00	20%
Future Assignment Review	40%

Therefore, a student leaving at 9:00 can earn a maximum of 30% of the participation points.

### ***Grading Scale***

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<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
<b>Percentage</b>	95+	90-94	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60

**Note:** If percentage is greater than or equal to 0.5 – the grade is rounded up. If it is below 0.5, the grade is rounded down.

<b>Presentation Rubric</b>	<b>Max pts.</b>
Content	20
Organization of ideas, comprehension of ideas.	20
Presentation Delivery (ums, ah's, 'lost' pauses, appearance, uncluttered/crowded slides, proper pronunciation)	20
Length (15-20min)	20
Questions fielded	20
Total 100	

<b>All Papers' Rubric</b>	
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<i>Science Content</i>	50%
<i>Writing Flow/Readability/Appearance (see APA guidelines or similar)</i>	20%
<i>Correct Length (not relying heavily on large chunks of quoted material)</i>	10%
<i>Spelling/Grammar –NOTE: I will use some aspects of the WritePoint to highlight grammatical errors. Please pass your paper through it first and edit accordingly!</i>	10%
<i>Citations/Bibliography (+correct format)</i>	10%

## Instructor Bio

I am currently the Senior Science Education Specialist at the Institute for Global Environmental Strategies which is a non-profit organization formed (among other things) to conduct independent reviews on all Earth and space science education products produced by or for NASA. ([www.strategies.org](http://www.strategies.org)) My position is the one responsible for directly conducting these reviews and yearly workshops at NASA centers and at the large education conferences (i.e. NSTA, NCTM) that introduce the products that pass on the criteria of scientific accuracy and classroom usability.

In the 90's I was a master's student and a PhD candidate in meteorology at the University of Oklahoma. I have earned undergraduate degrees in physics, astronomy, geography and meteorology with minors in math and computer science.

I became interested in astronomy in the 2<sup>nd</sup> grade and began to teach astronomy to cub scouts and boy scouts by the 5<sup>th</sup> grade. I began to work for the Arizona State University planetarium when Halley's Comet paid the inner solar system a visit in 1985-1986 and taught the astronomy labs, became head TA and eventually taught an astronomy class through the rest of the 80's (as an undergraduate). I have worked an internship at Steward Observatory, at the University of Arizona, Tucson, site testing for the placement of the Mt. Graham observatory complex. I've also observed at the 4-meter telescope at Kitt Peak, a 36" telescope at Kitt Peak, and at the Multi-Mirror Telescope at Mt. Whipple.

More recently, I've successfully run 50+ astronomy nights for Norman Oklahoma residents and OU students and students and the public in Virginia and Maryland, and via the Little Thompson Observatory in northern Colorado. I have also worked at the Science Museum Oklahoma Planetarium for almost 10 years. I've taught for the University of Phoenix for 11 years now, and college in general for 29 years. I've taught astronomy for the college degree completion program at Mid-America Christian University (formerly Mid-America Bible College) for the last 12 years and was a member of the Oklahoma City Astronomy Club. I have also served an internship at NASA Goddard Space Flight Center.

In environmental science and related fields, I began to study meteorology and earth science in the 5th grade when my telescope got rained on during an freak nighttime desert thunderstorm.

Convinced I could forecast better than the guys in Phoenix, I began to study the weather. In college I conducted the meteorological investigations for the placement (site testing) of the Mt. Graham Observatory complex and helped astronomers understand what makes stars twinkle (it is a blurring of the image caused by turbulence and density currents in the lower few hundred to a thousand feet in the atmosphere). I also worked on a project to trace the origin of air pollution in the Grand Canyon.

As a graduate student I conducted field research on lightning, fine scale (time and space) rainfall variations, aided in a geographic study of rainfall and plant distributions by elevation at Black Mesa, OK, and chased tornadoes. I taught meteorology, earth system science and helped with environmental geography courses throughout the 1990's and into the 2000's. I keep the weather channel on enough at home to burn lines into the TV screen. There are other relevant bits of experience I could put here, but I'll save them for class when they come to mind.