

## **DePaul University | School of Continuing and Professional Studies Program Identifier: Undergraduate Program / Graduate Programs**

Course: SW 153

COURSE TITLE: SCIENCE FOR CITIZENS

TERM, YEAR SPRING 2021

### **INSTRUCTOR INFORMATION**

Name: Jo-Elle Mogerman

Office Location: N/A

My office hours are and by appointment:

Zoom availability on Tuesdays from 8:00 pm – 9:00 pm (central) on

May 11, May 25 and June 8

You can reach me at [jmogerma@depaul.edu](mailto:jmogerma@depaul.edu) (or preferred email as given in Campus Connect

Course Dates: May 1, 2021 – June 11, 2021

Course Location and Delivery Format: Online

### **COURSE DESCRIPTION**

Science for Citizens is designed for students who are interested in or curious about seeing their everyday world through a new lens. There will be several local scientific inquiries to complete that put you in the role of a citizen scientist! Science is all around us and you participate in it more than you think. Here is an opportunity to challenge yourself to take part in learning science in the most elemental way. We expect that you will find science exciting, fetching, curious, baffling, and rewarding. Bring your curiosity and more importantly positive energy to involve yourself in science.

### **LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:**

After completing this course, you will be able to:

- Understand the scientific process including theory, experimental design, hypothesis and peer review.
- Formulate a formulate a hypothesis, design an experiment, and test it
- Understand urban ecology of squirrels, birds and soil.
- Understand the importance of water quality for life
- Apply or understand the human role in the problem and the solution (wildlife, water and soils).
- Explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.

### LEARNING STRATEGIES & RESOURCES

There is no required textbook for this course, however you will need to purchase a soil testing kit such as the Luster Leaf 1601 Rapitest Soil Test Kit. The kit can be found a local home gardening store or amazon.

All readings are embedded within the D2L course and are mainly links to various websites.

### LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

This course consists of 5 modules. Each module builds on the prior module. For regular quarters, the estimated time to complete each module is one week.

The following table outlines the course:

Module # and Title	Readings	Assignments
<p><i>Module 1- Introduction and Project Squirrel</i></p> <p>Week of Feb. 8</p>	<p><a href="#">Project Squirrel Website</a></p>	<p>1.1 Introductions Discussion</p> <p>1.2: Why Urban Squirrels Discussion</p>

		<p>1.3 Grey vs. Red Discussion</p> <p>1.4 Squirrel Observations</p>
<p><i>Module 2-Urban Birds</i></p> <p>Week of Feb. 15</p>	<p><a href="#">Celebrate Urban Birds Website</a></p>	<p>2.1: Discussion: Baby Pigeons?</p> <p>2.2: Discussion: Observe Local Birds</p> <p>2.3: Bird-Brained Presentation</p> <p>2.4: Know Your Birds Quiz</p>
<p><i>Module 3-Physical Properties of Soil</i></p> <p>Week of Feb. 22</p>	<p>Web Readings:</p> <p><a href="#">Physical Properties of Soil</a></p> <p><a href="#">Soil Physical Properties</a></p> <p><a href="#">The Soil Environment</a></p> <p><a href="#">USDA Natural Resources</a></p>	<p>3.1 What is Soil? Discussion</p> <p>3.2 Soil Jar Test</p> <p>3.3 Soils in Your Community</p>

	<a href="#">Conservation Service</a> <a href="#">USDA NRCS Soil Health</a>	
<i>Module 4- Water Quality</i> Week of March 1	Web Readings: <a href="#">Environmental Water Group</a> <a href="#">Tap Water</a> <a href="#">Natural Resources Defense Council</a>	4.1 Water Quality Discussion  4.2 Community Water Quality Activity
<i>Module 5- Competence Project</i> Week of March 15	Independent research	5.1 Report on Your Project Discussion  5.2 Competence Project

To see specific course due dates, click on the Calendar on the course home page.

### **ASSESSMENT OF STUDENT LEARNING**

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline.

In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

## GENERAL ASSESSMENT CRITERIA FOR ALL WRITING ASSIGNMENTS

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Each assignment has an assessment rubric that can be downloaded as a part of the assignment.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours' worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

## DISCUSSION FORUMS

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

## GRADING CRITERIA & SCALE

Grading Category:	% of Final Grade:
Assignments	25%
Discussions	25%
Quiz	10%
Competence Paper	40%

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

Please place the following statement in your syllabus if your course is offered for Liberal Studies Program Credit:

### **PASS/FAIL GRADE POLICY**

#### **DePaul Temporary Pass/D/F policy**

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

**This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.**

Students interested in taking a course on a Pass/Fail grade basis need to contact their

academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

### **MINIMUM SCPS GRADE POLICY**

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

### **INCOMPLETE (IN) GRADE**

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).

- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

## **COURSE SCHEDULE**

See above for schedule. First discussion posts are usually due three days after the module begins. All reading and discussion posts and assignments are usually due at the end of the module.

### **Video Conferencing Schedules:**

Zoom availability

Tuesday, February 16, 8:00 pm – 9:00 pm (central)

Tuesday, March 2, 8:00 pm – 9:00 pm (central)

Tuesday, March 16, 8:00 pm – 9:00 pm (central)

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## **COURSE POLICIES**

Changes to the originally published course syllabus used to select/register for a course should be communicated in the first session/week of the course in writing. If there are significant assignment changes are made during the course it will be done officially with the consensus approval of students.

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement:

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

## **OTHER RESOURCES FOR STUDENTS**

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

## **INSTRUCTOR BRIEF BIO**

Jo-Elle Mogerman is a native Chicagoan who grew up with a love of animals, Mogerman applied that love to her academic pursuits, obtaining a B.A. in biology from Macalester College, an M.A. in conservation biology from the University of Minnesota and a Ph.D. in biology with a focus on foraging ecology from the University of Illinois at Chicago. In addition, she is currently adjunct at DePaul University's School of New Learning, teaching a course that engages students as citizen scientists. She has taught several general biology courses and anatomy as adjunct within the Chicago Community Colleges.

Currently, she serves as the first African-American female zoo director as the Director-North Campus at the Saint Louis Zoo. There she is leading the effort to build from scratch a new public experience and conservation breeding facility. She brings extensive executive experience in informal education and community relations and is well-versed on topics related to the conservation and zoological community through nearly 14 years at Chicago Zoological Society's Brookfield Zoo. Dr. Mogerman has served as an Illinois Nature Preserves commissioner and was a former Chicago Wilderness Executive Council member.

## **ADDITIONAL CONSIDERATIONS**

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in

the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.