

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>2/24/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title	
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>		
Effective Date <i>(TERM & YEAR)</i>				
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course <div style="display: flex; justify-content: space-around;"> Yes No </div> <p>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</p>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <p>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.</p>		
Minimum qualifications to teach course				
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		
Approved by Department Chair <u>Charles Dukes</u> College Curriculum Chair _____ College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>January 27, 2025</u> <u>1/29/2025</u> <u>2/5/2025</u> <u>2/24/25</u> <u>2/24/25</u> _____ _____	

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

SCE 4844

Community Climate Resilience Outreach

July 14-18 or July 28-Aug 1 (In-Person Residential Institute)

M-F 8:00 am – 9:00 pm

3 credits

Summer 2025 – Term 3

Rachel L Wellman, Ph.D.

Office: PJ12_Room201

Office hours: M-F 8:30 am-4:30 pm; 24/7 During Institute

Classroom: Jupiter AD 103/206

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Course Description

This one-semester dual enrollment course is designed to teach high school students the science of climate change, the challenges we are facing in South Florida, and the solutions we can implement to work together toward a promising future. The focus of this course is to move forward in climate resilience as a community as students research solutions to environmental hazards such as stronger storms, extreme heat, and sea level rise.

Instructional Method

This blended class includes a unique, week-long, in-person residential research and field studies institute for dual enrollment students. Pre-institute and post-institute assignments are assigned online.

Prerequisites/Corequisites

FAU Dual Enrollment requirements for students enrolled in FAU, SDPBC, BCPS, and private high schools with FAU articulation agreements must be met.

Course Objectives/Student Learning Outcomes

1. Increase knowledge of South Florida's changing climate systems through the use of the National Oceanic and Atmospheric Administration (NOAA) Science on a Sphere technology, hands-on activities, service-learning activities, relevant literature, and discussions with community experts and class members.
2. Survey relevant literature online and through course readings to connect local climate issues to a broader context.
3. Evaluate environmentally responsible behaviors that can lead to the stewardship of healthy ecosystems and a reduction in carbon consumption to mitigate future environmental risks.
4. Synthesize multiple viewpoints on selected climate issues through the use of critical thinking and problem-solving skills.
5. Empower students to act as agents of change within the community and connect them with local stakeholders.

Course Evaluation Method

- Classroom Activities & Assignments – **30%**
 - Students will be given a set of hands-on activities each day. Some activities will be completed by individual students while others will be completed in groups. All assignments related to these activities are expected to be completed and turned in by each student. [Objectives #1, #3, #5]
- Participation & Discussion – **20%**
 - Participation (10%)
 - During the in-person institute, students are expected to listen attentively to instructors, guest presenters, and working scientists, as well as positively interact with these individuals and other students throughout all student learning. [Objectives #1-5]
 - Discussion (10%)
 - During the in-person institute, students are expected to add to discussions by bringing up new and relevant topics and sharing connections made with instructors, guest presenters, working scientists, and other students for all student learning. [Objectives #1-5]
- Reflection Journal Entries – **20%**
 - Students are instructed to use a Digital Journal available in their online classroom to work through required readings throughout the institute. Each day includes select readings followed by a set of reflection questions. [Objectives #2, #3, #4]
- Pre-Institute Assignments (*Disposable City* and Photovoice) – **20%**
 - *Disposable City* (10%)
 - Students read *Disposable City* by Miami native Mario Alejandro Ariza. *Disposable City* is an investigative report on the status of South Florida as we face the effects of climate change. This thought-provoking non-fiction novel provides readers with various view points of community members in South Florida as they struggle through changes caused by stronger storms, extreme heat, and sea level rise.
 - Students answer questions using information in the *Disposable City* text. Each answer should be approximately 150-250 words, but less or more is acceptable as long as the question is answered using supporting evidence from the text. Claims-Evidence-Reasoning (CER) is utilized. [Objectives #1, #2, & #4]
 - Photovoice (10%)
 - Students are instructed to choose a community they identify most with, i.e., West Palm Beach, Boca Raton, Pompano Beach, etc. Students will then explore their community by capturing images (at least one) using their phones and/or cameras for 7 tasks as described in the assignment. [Objectives #1 & #5]
- Final Exam – **10%**
 - Students answer questions based on what they learned from their pre-institute assignments and in-person institute daily field trips, classroom activities, and nightly readings. This is a closed-book exam. [Objectives #1-5]

An unexcused absence for any part of a day's activities during the institute, will result in an F for a final grade.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Percentage
A	100 - 93%
A-	< 93 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.*
- The grading process used non-academic criteria.*
- There was a gross violation of the instructor's own grading system.*

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Late assignments will not be accepted. If University-approved extenuating circumstances would apply, communication must take place with the professor beforehand.

Special Course Requirements

Attendance at the in-person institute is required each day. In addition, students are required to reside on-campus for the full institute and participate in all field trip excursions. The program fee for the institute is \$975.00, payable to Pine Jog Environmental Education Center.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- *Establish and implement academic standards.*
- *Establish and enforce reasonable behavior standards in each class.*
- *Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.*

Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and tablets, are to have communicative functions disabled in both classroom and field settings.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

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.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered 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 of 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 [University Regulation 4.001](#).

Religious Accommodation Policy Statement

In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#) Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

- *AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.*

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 <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Title IX Statement/Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Disability Policy

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 www.fau.edu/sas/.

Required Texts/Readings

Pre-Institute

Text (Book):

- Ariza, M. A. (2020). *Disposable City: Miami's future on the shores of climate catastrophe*. Bold Type Books. ISBN 154178846X [Available for loan/check out at FAU Pine Jog Environmental Education Center, 6301 Summit Blvd. West Palm Beach, FL 33415]

During Institute

Readings (Articles and Webpages):

- Anderson, M. & S. McMinn. (2019, Sept 3). *As rising heat bakes U.S. cities, the poor often feel it most*. NPR/WLRN Miami-South Florida. [Audio file]. Retrieved from <https://www.npr.org/2019/09/03/754044732/as-rising-heat-bakes-u-s-cities-the-poor-often-feel-it-most>
- Coastal Resilience Partnership of Southeast Palm Beach County (CRP). (nd). *Climate change vulnerability assessment*. Retrieved from https://discover.pbcgov.org/resilience/PDF/Climate%20Assets%20-%20Coastal%20Resilience%20Partnership%20Southeast%20PBC_ADA.pdf
- Coastal Resilience Partnership Southeast Palm Beach County (CRP). (nd). *Understanding our climate threats*. Retrieved from [https://discover.pbcgov.org/resilience/PDF/Climate%20Threats%20-%20Coastal%20Resilience%20Partnership%20Southeast%20Palm%20Beach%20County%20ADA%20\(Spread\)%20Final%20Version%20.pdf](https://discover.pbcgov.org/resilience/PDF/Climate%20Threats%20-%20Coastal%20Resilience%20Partnership%20Southeast%20Palm%20Beach%20County%20ADA%20(Spread)%20Final%20Version%20.pdf)
- Ferguson, B. (2021, June 23). *Climate change is destroying my country. The nations causing it must help*. The New York Times Magazine. Retrieved from <https://www.nytimes.com/2021/06/23/magazine/climate-change-impact-bahamas.html>
- FrameWorks Institute. (2017). *Expanding our repertoire: Why and how to get collective climate solutions in the frame*. Retrieved from <https://www.frameworksinstitute.org/publication/expanding-our-repertoire-why-and-how-to-get-collective-climate-solutions-in-the-frame/>
- Garcia, E. (2022). *Things you can do how to fight climate change and reduce waste*. Ten Speed Press.
- Hawken, P. (2017). *Drawdown: The most comprehensive plan ever proposed to roll back global warming*. Penguin Books.
- Hoffman, J. (2018, August 28). *Where do we need shade? Mapping urban heat islands in Richmond, VA*. NOAA Climate.gov. Retrieved from <https://www.climate.gov/news-features/climate-case-studies/where-do-we-need-shade-mapping-urban-heat-islands-richmond>
- Irving, D. (2020, July 8). *Stress accumulates in marginalized communities*. Rand Review. Retrieved from <https://www.rand.org/blog/rand-review/2020/07/stress-accumulates-in-marginalized-communities.html>

- McGreal, C. (2021, June 30). *Big oil and gas kept a dirty secret for decades. Now they may pay the price.* The Invading Sea. (Orig. published in The Guardian). Retrieved from: <https://www.theinvadingsea.com/2021/06/30/big-oil-and-gas-kept-a-dirty-secret-for-decades-now-they-may-pay-the-price/>
- National Environmental Satellite, Data, and Information Service NOAA. (2023) *Extreme Ocean Temperatures Are Affecting Florida's Coral Reef*. Retrieved from: <https://www.nesdis.noaa.gov/news/extreme-ocean-temperatures-are-affecting-floridas-coral-reef>
- Parker, L. (2020, March 25). *Greta Thunberg wasn't the first to demand climate action: meet more young activists.* National Geographic Magazine. Retrieved from <https://www.nationalgeographic.com/magazine/article/greta-thunberg-wasnt-the-first-to-demand-climate-action-meet-more-young-activists-feature>
- Runkle, J., K. Kunkel, S. Champion, R. Frankson, B. Stewart, W. Sweet, and S. Rayne. (2022). *Florida State Climate Summary 2022*. NOAA Technical Report NESDIS 150-FL. NOAA/NESDIS, Silver Spring, MD, 5 pp. Retrieved from <https://statesummaries.ncics.org/chapter/fl/>
- Southeast Florida Regional Climate Change Compact (Compact). (2020). *Southeast Florida Climate Indicators 2020 Update*. Retrieved from <https://southeastfloridacclimatecompact.org/wp-content/uploads/2021/06/2020-Climate-Indicators-2.pdf>
- Southeast Florida Regional Climate Change Compact Sea Level Rise Work Group (Compact). (2019). *Unified sea level rise projection Southeast Florida*. Retrieved from <https://southeastfloridacclimatecompact.org/wp-content/uploads/2023/10/2019-sea-level-projections.pdf>
- U. S. Department of Health & Human Services. (2024). *Community Resilience*. Retrieved from https://aspr.hhs.gov/at-risk/Pages/community_resilience.aspx
- U.S. Global Change Research Program. (March 2009). *Climate literacy: The essential principles of climate science*. Retrieved from https://downloads.globalchange.gov/Literacy/climate_literacy_highres_english.pdf

Required Movies, Audio, Videos & Images

- Anderson, M. & S. McMinn. (2019, Sept 3). *As rising heat bakes U.S. cities, the poor often feel it most.* NPR/WLRN Miami-South Florida. [Audio file]. Retrieved from <https://www.npr.org/2019/09/03/754044732/as-rising-heat-bakes-u-s-cities-the-poor-often-feel-it-most>
- Bey, G., C. McDougall, & S. Schoedinger. (2020). Report on the NOAA Office of Education Environmental Literacy Program Community Resilience Education Theory of Change. National Oceanic and Atmospheric Administration, Washington, DC. doi:10.25923/mh0g-5q69. Retrieved from: <https://www.noaa.gov/education/explainers/noaas-community-resilience-education-theory-of-change>
- Good Thing Productions. (2019). *2040*. [Video file for purchase]. <https://www.madman.com.au/2040film/>

- Havey Pro Cinema. (2020). *Beyond Zero*. [Video file for purchase]. <https://beyondzerofilm.com/>
- Jetñil-Kijiner, K. (2012). *Tell them*. [Video file]. Retrieved from: <https://youtu.be/w9D88ST9qbw>
- KTTZ. *Global Weirding with Katharine Hayhoe*. [Video files]:
(2017, Jan 18). *If I just explain the facts, they'll get it, right?* <https://youtu.be/nkMIjbDtdo0>
(2017, Oct 25). *Is global warming causing all of these hurricanes?* <https://youtu.be/yfkS7LqCMDQ>
(2017, Sept 13). *This is all just part of a natural cycle, right?* https://youtu.be/k5_zpjerQFo
(2019, March 20). *What's the big deal with a few degrees?* https://youtu.be/6cRCbgTA_78
- Netflix. (2020). *David Attenborough: A Life on Our Planet*. [Video File with Netflix Subscription]. <https://www.netflix.com/title/80216393>
- Participant Media Actual Films. (2017). *An Inconvenient Sequel: Truth to Power*. [Video file for purchase]. <https://inconvenientsequel.tumblr.com/>
- PBS Terra. (2023). *Is Earth's Largest Heat Transfer Really Shutting Down?* [Video file]. Retrieved from: <https://www.youtube.com/watch?v=4CXZi-gFgX4>
- Project Drawdown. (2017, November 10). *Drawdown: Is it possible to reverse global warming?* [Video file]. Retrieved from: <https://www.youtube.com/watch?v=RlowjpqY8QQ>
- Rhythm, Rhyme & Results (feat. Tommy Boots & Jene). (2009). *Take AIM at Climate Change*. [Video file]. <https://www.youtube.com/watch?v=08z-Hw7s54E>
- WBBT2. South Florida PBS. (2014, January 17). *South Florida's Rising Seas - Sea Level Rise Documentary*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=-JbzypWJk64>

Required Internet Sites

- Local & Regional Climate Resilience Initiatives:
 - *Coastal Resilience Partnership of Southeast Palm Beach County (CRP)*
<https://discover.pbcgov.org/resilience/Pages/Partnerships/CoastalResiliencePartnership.aspx>
 - *Southeast Florida Regional Climate Change Compact*
<https://southeastfloridacclimatecompact.org/>
- Local Resilience & Sustainability Office Websites:
 - *Broward County Resilient Environment Department*
<https://www.broward.org/resilience>
 - *Palm Beach County Office of Resilience*
<https://discover.pbcgov.org/resilience/Pages/default.aspx>
 - *Belle Glade* <https://www.bellegladegov.com/>
 - *Boca Raton Office of Sustainability* <https://myboca.us/1344/Sustainability>

- *Delray Beach Office of Sustainability* <https://www.delraybeachfl.gov/government/city-manager/sustainability>
- *Lake Worth Beach (Sustainability)* <https://lakeworthbeachfl.gov/planning-and-zoning>
- *Pahokee* <https://www.cityofpahokee.com/>
- *Riviera Beach* <https://www.rivierabch.com/cip>
- *West Palm Beach Office of Sustainability* <https://www.wpb.org/government/sustainability>
- National Oceanic & Atmospheric Administration (NOAA) Websites:
 - *NOAA Carbon Tracker* <https://gml.noaa.gov/ccgg/carbontracker/>
 - *NOAA Global Monitoring Laboratory (GML)* <https://gml.noaa.gov/about/aboutgmd.html>
 - *NOAA GML Carbon Cycle Greenhouse Gases* <https://gml.noaa.gov/ccgg/trends/>
 - *NOAA Sea Level Rise Viewer* <https://coast.noaa.gov/slr/>
 - *NOAA State of the Climate Information* <https://www.ncdc.noaa.gov/sotc/>
 - *NOAA Florida Climate Summary* <https://statesummaries.ncics.org/chapter/fl/>
 - *NOAA Weather Ready Nation* <https://www.weather.gov/wrn/>
 - *US Climate Resilience Toolkit (Steps to Resilience)* <https://toolkit.climate.gov/>
- Other Required Websites:
 - *Bloomberg Carbon Clock* <https://www.bloomberg.com/graphics/climate-change-data-green/carbon-clock.html>
 - *FAU Center for Environmental Studies* <http://www.ces.fau.edu/>
 - *FAU School of Environmental, Coastal, and Ocean Sustainability* <https://www.fau.edu/ecos/>
 - *Florida Climate Institute* <https://floridacclimateinstitute.org/>
 - *Global Weirding (YouTube channel)* <https://www.youtube.com/c/GlobalWeirdingwithKatharineHayhoe/videos>
 - *Invading Sea: Florida and the Climate Crisis* <https://www.theinvadingsea.com/>
 - *Kathy Jetnil-Kijiner* <https://www.kathyjetnilkijiner.com/>
 - *National Network for Ocean & Climate Change Interpretation (NNOCCI)* <https://nnocci.org/>
 - *Project Drawdown* <https://drawdown.org/>
 - *Sink or Swim Project* <http://miamisearise.com/>
 - *Skeptical Science* <https://skepticalscience.com/>

Required Aps

- *Cranky Uncle* <https://crankyuncle.com/>
- *Science On a Sphere Explorer Mobile Ap* <https://sos.noaa.gov/sos-explorer/download-sos-explorer-mobile/>

Supplementary/Recommended Readings

- Chassignet, E. P., Jones, J. W., Misra, V. & Obeysekera, J. (Eds.). (2017). *Florida's climate: Changes, variations & impacts*. Gainesville, FL: Florida Climate Institute. Retrieved from <https://doi.org/10.17125/fci2017>

- Frischmann, C., K. Wilkinson, J. Foley, & R. Allard. (2020). *Drawdown review: Climate solutions for a new decade*. Project Drawdown. Retrieved from <https://drawdown.org/drawdown-review>
- IPCC (2023). Summary for Policymakers. In: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 1-34, doi: 10.59327/IPCC/AR6-9789291691647.00. Retrieved from: https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf
- Miller, K. (2021, May 2). *Is 'hot' the new normal? It's complicated, according to NOAA's temperature and rain data*. Palm Beach Post. Retrieved from <https://www.palmbeachpost.com/story/weather/2021/05/05/what-noaas-30-year-temperature-rain-data-means-south-florida/4922770001/>
- Staletovich, J. (2019, July 21). *As planet heats up, scientists race to save reefs*. WLRN Miami/South Florida. Retrieved from <https://www.wlrn.org/environment/2019-07-21/as-planet-heats-up-scientists-race-to-save-reefs>

Course Topical Outline

<u>Day #</u>	<u>Date</u>	<u>Objectives</u>	<u>Topics</u>
1	07/14 Monday	#1, #2, #4	Check-in (7:00AM) Icebreaker Pre-surveys/Circles Community Norms/Teams Share Photo-Voice Intro to Climate READY/Syllabus In-class Activity: Take a Stand/6 Americas Intro to Poem/Journal Reflections Movie: David Attenborough – Life on Our Planet
2	07/15 Tuesday	#1 - #5	Discuss Readings (Take a stand) Travel to Galaxy Elementary Tour of Galaxy/ Scavenger Hunt Climate 101/Explore Changing Planet w/ NOAA SOS Climate Mixer/Climate v Weather Gummy Bear Greenhouse Gasses Climate Jeopardy Readings and Journal Reflections Movie: An Inconvenient Sequel – Truth to Power
3	07/16 Wednesday	#1 - #5	Discuss Readings (Take a stand) Intro to Resilience TOOLKIT and NOAA Assets

			Travel to West Palm Beach Office of Sustainability Intro to Resilience Professionals Resilient Cities Game Emergency Kit Game Discussion: Climate READY Alum Movie: Beyond Zero Project Drawdown/Readings and Journal Reflections
4	07/17 Thursday	#1 - #5	Discuss Readings Travel to MANG Field Trip – Mangrove Restoration Project w/MANG Return to Campus Journal Reflections/Work on Climate Stories Youth Speaker (FXB) Movie: 2040 HW: Finish all Readings and Journal Reflections!!
5	07/18 Friday	#1 - #5	Discuss Readings Prep to Leave/Check Out of Room Finish Climate Stories and Groupwork to Practice Presentations: Your Climate Story Climate READY Kahoot! Review Final Exam Graduation and Certificate of Completion

Special Note: Due to the evolving nature of environmental education, content on this syllabus is subject to update/change with appropriate notice.