

## CSUP Graduate Education Course Syllabus

### Climate Change Examined

#### ED 501 CLDE

##### Catalog Description:

This course will examine the claims of Global Warming and Climate Change that dominate the media and education. The public is told, and schools promote the idea that planet earth is warming, and it will be catastrophic, and “Humans” are the causal reasons. Politicians promote monitoring and taxing individuals for their Carbon footprints. Educators and Citizens are told that global warming is unquestionable and settled Science? Scientists whose research questions the narrative are dismissed and excluded debating. This book, with its numerous references, takes a balanced scientific look at these issues so educators can understand both perspectives. Educators will research this topic via the internet They will read, study and write chapter reviews, video reviews, create lessons/activities. The Final Essay will pull all their personal insights, and experience together for balance on this issue. 3 Credits

**Credit Hours: ED 501:** This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as show in the Course requirements section as well.

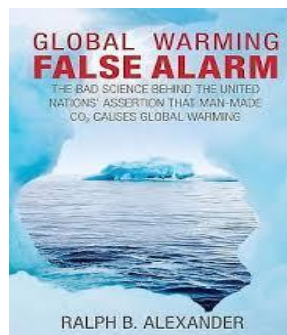
**Course Format:** Distance learning, independent Study Grad Course for working teacher license renewals.

**Instructor:** Joseph C'deBaca MAED [joseph@teacherslearningcenter.com](mailto:joseph@teacherslearningcenter.com) phone 727-273-4852

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**Required Text:** Global Warming False Alarm: Bad Science: The UN's Assertion of Man-Made Global Warming by Ralph B. Alexander Canterbury Publishing 2<sup>nd</sup> Edition. Michigan USA 2012. 200 pages.



## Course Objectives

1. Students will examine the climate change assertions, corrupted science and how most GW Global Warming research is based on computer models and purchased research.
2. Educators will analyze how the Science has gone wrong, with data manipulation and exaggerated temperatures extremes used to fabricate false evidence for global warming.
3. Students will classify, understand and label the theoretical causes associated with CW Climate Change and examine opposing research by the Global Warming promoters and detractors.
4. Participants will understand the social and psychological dynamics of blaming human activity and behavior as causal and the social ramifications of carbon-credit taxation.
5. Teachers will design lessons that show “comparing and contrasting” claims by both sides and create lessons/activities to present to students in schools for a better understanding of these complex issues.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

## Course Requirements:

Read the book: Global Warming False Alarm: Write chapter Reviews/Reflections for 10 of the chapters in the book. Research the topic using the internet, journal articles or information and then write Research Article Reviews regarding the various issues related to the course. Develop a project/activity or lesson/unit Plan that can be used in the classroom/educational setting. View the assigned videos and write video reviews. Then write a three-page Final Application Essay summarizing key dynamics from the course. Focus your writings and activities on the content and research from the course experience. Write about how you can apply them to your academic disciplines, instruction and classroom or school environment. Utilize the above SLO's in writings. *See Assignment Rubrics below.*

- |                      |                                |                            |
|----------------------|--------------------------------|----------------------------|
| 1. Book readings     | 2. Chapter reviews/reflections | 3. Research Article Review |
| 4. Project /Activity | 5. Video Review                | 6. Final Application Essay |

## Book Chapters

- |                                   |   |
|-----------------------------------|---|
| 1. Climate Change Delusions       | 2. Science Gone Wrong                   |
| 3. Computer Snake Oil             | 4. CO2 Sense and Sensitivity            |
| 5. Doing What Comes Naturally     | 6. Global Cooling                       |
| 7. Why it Matters- Carbon Pricing | 8. Reflections – Pathological Behaviors |
| 9. Appendix: Climate Data         | 10. Glossary Definitions – References   |

## Student contact Hours Course Work Time 3 credits.

Requirement	Points	Student (hours)
Reading Textbook (200 total pages) Large book	25	26.5
Writing Chapter Reviews/Reflections	30	35.0
Write Research Article Reviews	20	20
Video Review -Website Review	15	20
Final Application Essay	10	10
Total	100	112.5

## Attendance/Participation:

Educators will choose and order their course/s at the CSUP website or [www.teacherslarning.com](http://www.teacherslarning.com) and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom .

## Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2<sup>nd</sup> to May 15<sup>th</sup> Summer – May 16<sup>th</sup> September 15<sup>th</sup>

**Fall** – September 16<sup>th</sup> – December 31<sup>st</sup>

**Grading:** Grades automatically revert to an “F” if the course is not completed within a year.

<i>Percentage</i>	<i>Grade Level</i>	<i>GPA</i>
<i>100% to 90%</i>	<i>A</i>	<i>4.0</i>
<i>89% to 80%</i>	<i>B</i>	<i>3.0</i>
<i>Not Allowed</i>	<i>No “C” grades</i>	
<i>Assignment</i>	<i>One Redo</i>	

## Course Rubrics

### Climate Change Examined

#### Course Assignment Rubrics Chapter Reviews/Reflections

<b>Chapter Reviews</b>	<b>Basic (15 pts.)</b>	<b>Proficient (20 pts.)</b>	<b>Advanced (25 pts.)</b>
<p>Read the book and write chapter reviews and reflections for the 10 chapters of your choosing</p> <p>Write 4 to 5 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses the major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that may apply.</p> <p>Includes several examples.</p> <p>Error Free</p>	<p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration. Includes national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p>

## Video Review Rubric Assignment:

Video <https://www.youtube.com/watch?v=E5K5i5Wv7jQ>

Video Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
<p>Locate the Video using above link for the course and watch it for the 1st time just for entertainment. Then watch the movie a 2nd time pausing, taking notes as you go along.</p> <p>Then write your movie review with reflection connecting movie content, information and learning with the book content, research articles or other course concepts.</p> <p>Youtube.com &gt; &gt; &gt;</p>	<p>Write a basic review of the video with one or two reference information. Review only includes a minimal connection between course materials and movie content.</p> <p><a href="#">Greenpeace's Ex-President - Is Climate Change Fake? - Patrick Moore   Modern Wisdom Podcast 373</a></p>	<p>Writes an expanded review of the video content with several video examples of information. Writing includes personal insight and explores the connection between course readings and movie content.</p> <p>Writing has some critical analysis, solutions, personal reflection and school applications.</p>	<p>Writes complete review of video with that includes previous columns requirements. Personal examples that thoroughly explore the connection between book and movie content.</p> <p>Includes content examples, critical analysis, and solutions with personal reflections. Writings are relevant to teaching and classroom applications in school environments and personal development.</p>

## Research Article Review Assignments Rubric

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
<p>Research course topic and locate one peer reviewed article and one secular video on this topic and article that relates to the course content.</p> <p>Write an article review and personal reflection connecting article with the course content and school environment.</p>	<p>Writes review of articles with basic citation information and briefly shows connection between course and article content.</p> <p><b><i>* Must include a link to the Articles used for the Reviews.</i></b></p>	<p>Writes review of article with a few references of information.</p> <p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching co</p> <p>*Submit Copies of the articles utilized in this assignment.</p>	<p>Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.</p> <p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>

### Required Lesson/Unit Plan and Activity Rubric

Lesson - Activity	Basic (5 pts.)	Proficient (10 pts.)	Advanced (20 pts.)
<p>Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p> <p>Use ideas and concepts from the book.</p> <p>Error Free</p> <p>Other Options:</p> <ul style="list-style-type: none"> <li>- Presentation for other Educators</li> <li>- Conference Proposals</li> </ul>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that may (if any) apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement.</p>

### Final-Application Essay Rubric Assignment

Final-Essay	Basic (5 pts.)	Proficient (7 pts.)	Advanced (10 pts.)
Write a 3 page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections,</p> <p>Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.</p>

**Late Work: Assignments** are late if they are not completed within 6 months. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed on time.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Academic Dishonesty:** Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

**Academic Misconduct:** Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

### **Institutional Equity Statement**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at [nicole.ferguson@csupueblo.edu](mailto:nicole.ferguson@csupueblo.edu), by phone at 719-549-2210, or in person at LARC 187.