

## **Course Syllabus**

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department: Fire Technology

Course Title: Public Education Programs

Section Name: FIRT\_1305\_WB

Start Date: 08/27/2012

End Date: 12/14/2012

Modality: ONLINE

Credits: 3

## **Instructor Information**

Name: Bobby Valles

OC Email: bvalles@odessa.edu

OC Phone: (432) 335-6359

As your instructor, I will be available by text message, email, phone, and discussion board during Monday-Saturday from 8am-8pm. I will be online from 10a-12p and 1p-2p on Monday-Friday, and 8a-12p on Saturday. I will reply to messages within 12hrs and no more than 24hrs.

Grading for assigned weekly course assignments, chapter test, and final exam are automatically provided upon completion on Blackboard. Discussion board questions are graded using the Discussion Board Rubric and graded material is returned to students within 24hrs. Students are expected to complete their work at least 5 of every 7 days with no two consecutive days in the class without participation.

## **Course Description**

Preparation of firefighters and fire officers to develop public fire safety awareness. Emphasis on implementation of fire and public safety programs in an effort to reduce the loss of life. The student will identify safety programs for various target groups; and conduct fire and public safety programs within a community. (ICOs 1,2,3,4,5,6)

## **Course Objectives**

1. Students will define key terms associated with Public Education Programs.
2. Students will describe and explain the structure of Public Education Programs.

3. Students will describe and explain the roles that firefighters play in Public Educations Programs.
4. Students will describe and explain the process of preventing fires and protecting lives and property through the use of Public Education Programs.
5. Students will describe and explain the crucial role of public education in a community.

### **Required Readings/Materials**

Title: Fire and Life Safety Educator

Edition: 1st

Author: Giesler, Marsha P.

ISBN# 1-4283-0541-6

Publisher: Delmar/Cengage Learning

### **Course Requirements**

#### **(Lesson Plans, PowerPoint presentations, Assignments and Tests)**

You will see the weekly chapter lesson assignments as we move through the course. These assignments will correspond with your required weekly readings. Students are expected to thoroughly respond to each Discussion Board question, as well as other student's postings. All weekly assignments, test, and discussion board course requirements are scheduled weekly from Monday through Sunday.

Topic/Overview: See summary listed below.

Summary of Assignments & Activities

\*NOTE: The due dates are subject to change. Please check this syllabus on a regular basis for any updates.

Week 1-Chapter 1

Complete INTRODUCTION discussion

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the September 2, 2012 deadline

## Week 2-Chapter 2

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the September 9, 2012 deadline

## Week 3-Chapter 3

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the September 16, 2012 deadline

## Week 4-Chapter 4

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the September 23, 2012 deadline

## Week 5-Chapter 5

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the September 30, 2012 deadline

## Week 6-Chapter 6

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the October 7, 2012 deadline

## Week 7-Chapter 7

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the October 14, 2012 deadline

## Week 8-Chapter 8

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the October 21, 2012 deadline

## Week 9-Chapter 9

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the October 28, 2012 deadline

## Week 10-Chapter 10

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the November 4, 2012 deadline

## Week 11-Chapter 11

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the November 11, 2012 deadline

## Week 12-Chapter 12

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the November 18, 2012 deadline

## Week 13-Chapter 13

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the December 2, 2012 deadline

## Week 14-Chapter 14

Review Lesson Plan and PowerPoint

Read chapter and complete Assignment while reading the chapter

Take Test and Post your Discussion Board responses before the December 9, 2012 deadline

## Week 15-Final Test

Your Final Exam will open at 8 am on Wednesday, December 12, 2012 and close at 10 pm on Wednesday, December 12, 2012.

You will have ONE attempt to complete the 100 question multiple choice and true/false exam.

I will post the grade on Monday December 17, 2012.

### **Student Participation Expectations**

Students are expected to keep up with assigned weekly course readings, assignments, chapter test, review questions, and a final exam required for course completion. In conjunction with course reading, discussion topics will be posted on the Blackboard discussion board located in each chapter folder. Topics will include issues associated with reading and content material. Students are expected to contribute their thoughts on each topic by the posted due date. (Discussion flows best if students do not all leave this until the night before the due date.) Students must reply directly to the instructor's discussion board questions and/or to other participants' comments on the topic in at least 5 of every 7 days with no two consecutive days away from class.

You are required to read the assigned chapters and sections of the textbook before the corresponding topics are discussed in class. In answering your questions on the topics discussed in class, the instructor will assume you are already familiar with the relevant material in the textbook.

Your participation in these online discussions replaces face-to-face class meetings and should be taken just as seriously as traditional class attendance and participation. The most common reasons that students tend to lose points on the discussion are failure to participate at least 5 of every 7 days with no two consecutive days away from class. A message such as “Great idea! I totally agree,” for example, does not satisfy the discussion requirement.

### **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

### **Grading Policy**

Assignments	10%
Review Questions	20%
Chapter Test	30%
Final Exam	40%
Total	100%

The course grading criteria are: 14 Chapter assignments that consist of multiple questions for total of 100pts/assignment; 14 Chapter Tests that consist of 20 multiple-choice questions at 100pts/test; 14 Chapter Discussion Questions that consist of 5 questions at 20pts/question for total of 100pts; and 1 Final Test that consist of 100 questions from Ch. 1-14 for total of 100pts.

**Late policy:** All course reading, assignments, test, and discussion board participation shall be completed by their due date. If the submission time later than the due date, the submission will be considered to be late. Submissions will be accepted up to 24 hours late with a 25% penalty and up to 48 hours late with a 50% penalty. Submissions that are more than 48 hours late will *not* be accepted.

Letter grades for this course.

Letter Grade	Percentage	Grade Point
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	Below 60%	0.0

**Discussion Board Rubric**

Performance Level	Point Range	Indicators
<b>Exemplary</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Reads &amp; responds to all online discussion questions by posted due date</li> <li>• Includes appropriate references to course readings</li> <li>• Supports responses with specific examples from professional and/or field experience (where applicable)</li> <li>• Responds to 2 other messages posted by other students</li> </ul>
<b>Better than adequate</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• Reads &amp; responds to all online discussion questions by posted due date</li> <li>• Includes some references to course readings</li> <li>• Supports responses with specific examples from professional and/or field experience (where applicable)</li> <li>• Responds to 1 message posted by other students</li> </ul>
<b>Adequate</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Reads &amp; responds to all online discussion questions by posted due date</li> <li>• Reads messages posted by other students</li> </ul>



		<ul style="list-style-type: none"> <li>Does not respond to any message posted by other students</li> </ul>
Needs improvement	4	<ul style="list-style-type: none"> <li>Reads &amp; responds to some but not all online discussion questions</li> <li>Fails to meet posted due date for all online discussion questions</li> <li>Reads messages posted by other students</li> <li>Fails to respond to any message posted by other students</li> </ul>
Fails to fulfill course requirement	0	<ul style="list-style-type: none"> <li>Fails to read or respond to online discussion questions</li> <li>Fails to meet posted due date for all online discussion questions</li> <li>Fails to respond to any message posted by other students</li> </ul>

### Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

### Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

### Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

#### **\*Student Conduct**

These policies and regulations shall apply to any currently enrolled or former student who has been accepted for admission or readmission to Odessa College or to any prospective student while he or she is on the campus or any off-campus facility designated for college use.

#### **RESPONSIBILITIES**

Each student shall be charged with notice and knowledge of the contents and provisions of the District's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law, the following types of behavior shall be prohibited:

1. Gambling, dishonesty or the possession or use of intoxicating liquors.
2. The illegal use, possession, and/or sale of a drug or narcotic, as those terms are defined by the Texas Controlled Substances Act, on campus.
3. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.

- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

4. A student who owes a debt to the District or who writes an "insufficient funds" check to the District may be denied admission or readmission to the District until the debt is paid or the check redeemed. A student's failure to pay the college the amount due on or before the fifth class day after the day the business office sends written notice that the drawee has rightfully refused payment on the check, draft, or money order is prima facie evidence that the student intended to defraud the college.

5. Violations of the Penal Statutes of Texas or of the United States occurring on District property or in connection with District-sponsored activities may also constitute violations of the District's rules and regulations when such violations affect the educational process and goals of the District.

6. Possession or use of firearms on District-controlled property except for educational purposes that have the prior approval of the vice president.

7. Interference with teaching, research, administration, or the District's subsidiary responsibilities through "disorderly conduct" or "disruptive behavior."

8. Use of alcoholic or intoxicating beverages and use of drugs not prescribed by a physician.

9. Hazing with or without the consent of a student; a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to appropriate discipline. "Hazing" means any intentional, knowing or reckless act occurring on or off school property directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, electrical shocking, placing of a harmful substance on the body or similar activity.
- Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

- Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.
- Any activity that induces causes or requires the student to perform a duty or task that involves a violation of the Penal Code.

10. Initiations by organizations may include no feature that is dangerous, harmful or degrading to the student; a violation of this prohibition renders the organization subject to appropriate discipline.

11. Endangering the health or safety of members of the District community or visitors to the campus.

12. Damaging, defacing or destroying college property, property of a member of the college community or property of a campus visitor.

13. Knowingly giving false information in response to requests from the college.

14. Forging, altering or misusing college documents, records or ID cards.

15. Violating college policies or regulations concerning parking; registration of student organizations; use of college facilities; or the time, place and manner of public expression.

16. Failure to comply with directions of college officials acting in the performance of their duties.

17. Conducting him/her self in a manner which adversely affects his or her suitability as a member of the academic community or endangering his or her own safety or the safety of others.

18. Ignoring a summons to the office of the Director of Student Life.

## **DISCIPLINE**

Any student violating this policy shall be subject to discipline, including suspension, in accordance with college policy. In certain instances the College can refer cases to law enforcement authorities for prosecution under criminal code. In cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process

procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).

\*Odessa College (2012-2013). *The 411 of OC Student Handbook*, Student Rights & Responsibilities.

### **Online Etiquette Expectations**

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
3. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. Review, review, then send. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.
6. The language of the Internet. Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal in text (example: :- ) or :-( ), but avoid overusing them
7. Consider the privacy of others and ask permission prior to giving out an instructor or classmate's email address or other information.
8. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
9. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.