EMGT 261: Disaster Preparedness

Fall 2012

General Information:

|  |  |
| --- | --- |
| Instructor | Dr. Carol L. Cwiak |
| Office | Putnam 102B |
| Contact Numbers | (701) 231-5847 (office) |
| Office Hours | T/TH: 11-12 PM; 2-2:45 PM  W: By appointment |
| Teaching Schedule | T/TH: 9:30-10:45 AM and 12:30-1:45 PM |
| Email | [carol.cwiak@ndsu.edu](mailto:carol.cwiak@ndsu.edu) |
| Teaching Assistant | Emmanuel Nojang [Emmanuel.Nojang@my.ndsu.edu](mailto:Emmanuel.Nojang@my.ndsu.edu) |

EM Program web page: [www.ndsu.edu/emgt](http://www.ndsu.edu/emgt)

# Credits: 3 hours

Class Time: 12:30-1:45 PM, T & TH

Class Location: South Engineering 118

Required Books:

1. Gladwell, M. (2000). *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Little, Brown and Company.

2. Lindell, M.K. & Perry, R. (2006). *Emergency Planning.*  Hoboken, NJ: Wiley & Sons.

www.booksprice.com (compares prices across multiple online sites)

\*\*\*NOTE: Additional readings will be posted on Blackboard

*Special Accommodations:*

Any students who need special accommodations for learning or who have special needs are invited to share these concerns or requests with the instructor as soon as possible.

*Academic Honesty Statement:*

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. NDSU University Senate Policy, Section 335 (http://www.ndsu.nodak.edu/policy/335.htm) will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred. All student work must be done in a manner consistent with this policy. Students who violate the policy will be subject to failure of the assignment, test, or course, depending on gravity of the offense and the circumstances of the particular case (Policy 335, 2, b).

If you have questions about citing sources, use of the ideas of others, or any other issue involving academic honesty in this course, please contact the instructor.

Bulletin Description:

“Nature and rationale for public awareness of natural hazards that communities face, preparedness for these hazards and potential strategies to mitigate adverse consequences.”

Course Objectives:

By the end of this course, students should be able to:

* Explain the role of individuals, households, government, business and non-governmental organizations in preparedness activities;
* Explain the objectives of preparedness activities that occur at various levels within the public and private sector;
* Delineate the way the Principles of Emergency Management influence preparedness agendas and activities;
* Critically examine and discuss the effectiveness of preparedness efforts;
* Understand the social science research that informs preparedness activities;
* Understand the types of people and things that cause tipping points in social movements;
* Identify the challenges inherent in creating a culture of preparedness;
* Identify key stakeholders in preparedness and planning efforts;
* Explain the rationale for the steps in the planning process;
* Implement the planning process;
* Understand the differences between implementation of planning and preparedness activities for different audiences; and,
* Understand the criticality of preparedness in overall emergency management efforts.

Teaching Philosophy and General Course Goals:

Active learning requires more than memorizing course material or merely listening to lectures and taking notes. The most purposeful learning teaches us how to think both creatively and critically; how to find and use information; and how to express ideas effectively in writing and speech. In this course, students will not be viewed or treated merely as empty receptacles whose thinking and action needs to be controlled and formatted. This course will seek to engage students’ experiences, belief systems and thought processes in an effort to best and most fully process and understand the course material.

## Course Format:

Class time will be devoted to lecture-discussion, with a strong emphasis on discussion. It is your responsibility to do the assigned readings faithfully and thoroughly so you can fully participate in class discussions. You must always feel free to speak up when you do not understand something, disagree with something, or think something conflicts with positions or ideas covered elsewhere in this course or other courses.

Attendance Policy:

Students are expected to attend all class sessions. If you are unable to attend class, please notify the instructor in advance whenever possible. It is understandable that a student may need to miss a class or two due to illness, weather or other circumstances; however, note that excessive absences are discouraged and will impact your grade if you miss in-class assignments that cannot be made up.

Behavioral Expectations:

Students are expected to exhibit courtesy to the instructor and to other students during class time by not disrupting the classroom learning environment by talking/whispering while the instructor or others are speaking or engaging in other forms of disruptive behavior. Students engaging in such behavior will be warned once. Upon a second incident the student will be asked to meet with the instructor outside class to discuss the matter. A third incident will result in consultation with the Office of the Vice-President for Student Affairs for removal of the student from the class roster (cancellation of registration).

Cheating and Plagiarism:

Neither cheating nor plagiarism will be tolerated. If you are caught doing either you will receive an F on the assignment and based on the severity of the event – a potential F in the course (at the faculty member’s discretion on a case-by-case basis). Information regarding incidents of cheating will be shared with all members of the emergency management faculty.

Emergency management is a relationship-intensive field. Trust is a big part of relationships. If you are not trustworthy and cannot operate with integrity you will not do well in this field. It is more honorable to take a lesser grade and operate with integrity than to risk cheating to gain a better grade. Part and parcel of this program’s expectations of you is an awareness of, and accountability for, your actions. A good reputation may be hard to earn, but it is ultimately well worth the effort and essential to your ability to do your job in the field.

Class Ground Rules:

* Only one person at a time can have the floor. Try and make your point clearly and succinctly. As much as possible, allow for all members of the class to contribute equally.
* Courtesy and respect of others’ statements, opinions, questions, etc. is paramount to a desirable classroom climate. This class will entail a great deal of discussion. At times there will be contradicting positions presented. Remember to take issue with the position, not the person.
* Statements and questions posed within this class may or may not represent the viewpoint of the party presenting them – don’t make assumptions about others or take offense based upon such statements or questions. Sometimes the best way to illustrate the validity of your position is to allow and encourage a discussion of all sides.
* In doing group work, all should work together equally. Your peers will assess your effort within the group and their assessment will be reflected in your grade.
* Cell phones and pagers should be off or in manner mode during class. Interruptions from these devices are unacceptable (except in the case of a *real* emergency *– “Don’t forget the eggs at the store…”* – would not be considered a *real* emergency). The instructor will maintain a live line to monitor CENS messages.
* Don’t use laptops in class unless they are being used specifically for note-taking and note-taking only. Doing other activities on laptops during class (such as accessing the internet, playing games, or doing other activities) is discourteous to the instructor and fellow students and will result in the type of action detailed under the behavioral expectation section.
* When there is a speaker, please make an attempt to ask meaningful questions at the conclusion of their presentation. Do not leave in the middle of a speaker’s presentation unless it is an emergency.

Assignments:

Are You Ready assessment\* 25 points *Due August 28*

PSA assignment\*G 75 points  *Due November 6*

Quizzes (10 x 10 each) 100 points *12 quizzes - lowest two scores dropped*

IS tests 75 points *September 18 & October 9*

Preparedness Strategies\* G 150 points *Due November 29*

# Total possible: 425 points

\*Specific assignment sheet distributed

G Group Project

*Quizzes* will be typically given at least weekly on the current week’s reading assignment and/or class discussion (will vary between T/TH). There will be 12 quizzes and the lowest two scores will be dropped. Quizzes cannot be made up in the event of absence or late arrival to class.

*Extra credit* opportunities will come up through the semester. Extra-credit opportunities will typically be worth five points at the most.

All written assignments **must be typed** unless they are done in-class or you have received other instructions. Do not double space unless specifically advised to do so, but please leave at least one-inch margins on each side of your paper. APA formatting should be used unless another style is specified. For assistance with APA formatting see: <http://apastyle.apa.org/>.

All writing assignments will be graded using a program-wide grading rubric (attached to this syllabus). Point specifics for the rubric will be handed out with the assignment sheet.

Reading Assignments:

All reading assignments should be completed in preparation for discussion and quizzing the week they are listed under. Failure to complete the assigned readings will affect your quiz grades and your ability to participate fully in class.

Please note: In this course we will be focusing specifically on building and strengthening core skills that are necessary in the field of emergency management such as, *verbal communication, written communication, critical thinking and collaboration*. You will be heavily graded on these skills. The expectation for your work is guided by the importance of you acquiring and honing these skills. This may be a greater and more intense expectation than you have experienced in other courses. The course will not be downgraded to meet any other course’s norm; the expectation for your work is high. You are surrounded in this class by students who may some day need to rely on the caliber of your ability, either as colleagues or citizens. This course seeks to ensure that you have the skills necessary to be effective in your future emergency management position.

Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F= 0-59%

Late Assignments:

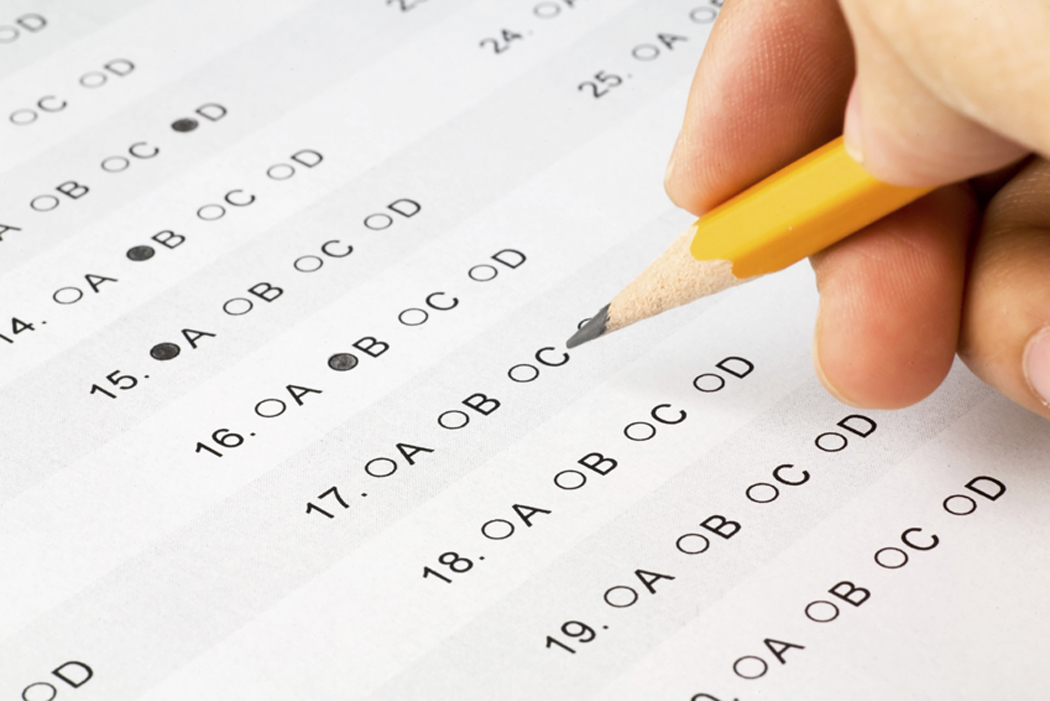
Late assignments will receive a 10% reduction of possible points per day (Saturdays and Sundays included). Late assignments will only be accepted for five (5) calendar days after the original due date. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.

Blackboard Postings:

# Announcements, grades, changes in the schedule, key course documents, etc. will be posted on Blackboard. It is your responsibility to regularly check Blackboard for such postings.

Class Cancellations:

In the event of inclement weather, please check Blackboard and your email for information on whether class will be canceled. As much as is practical, the instructor will attempt to contact you via telephone (call or text messaging) if class is cancelled.



There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

Class Schedule:

Class attendance is important to your success is this class.



WEEK 1 - Introductions, expectations and course overview

August 21 - Introductions, expectations, etc.

August 23 - Course overview; introduction to key concepts

WEEK 2 - Are YOU ready?

Reading: *Are You Ready?*

http://www.fema.gov/pdf/areyouready/areyouready\_full.pdf

August 28 - Assessing *Are You Ready*

August 30 - What’s most important?

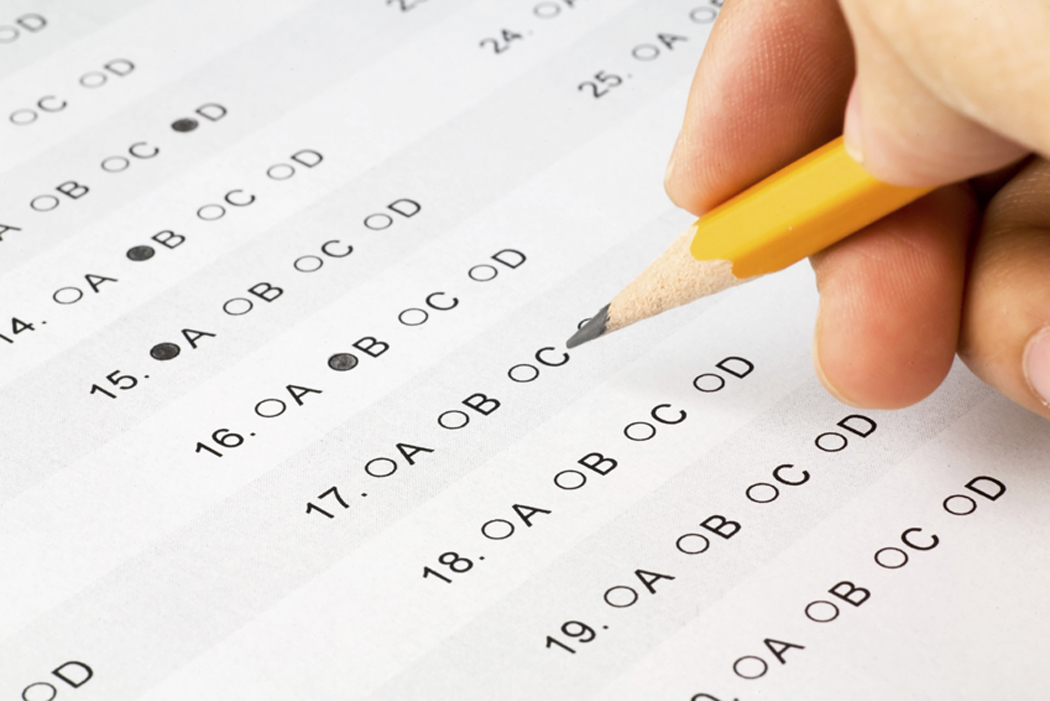
WEEK 3 - Change, social epidemics, designing and selling the message

Reading: *The Tipping Point*

Come to class prepared to think critically and collaborate.

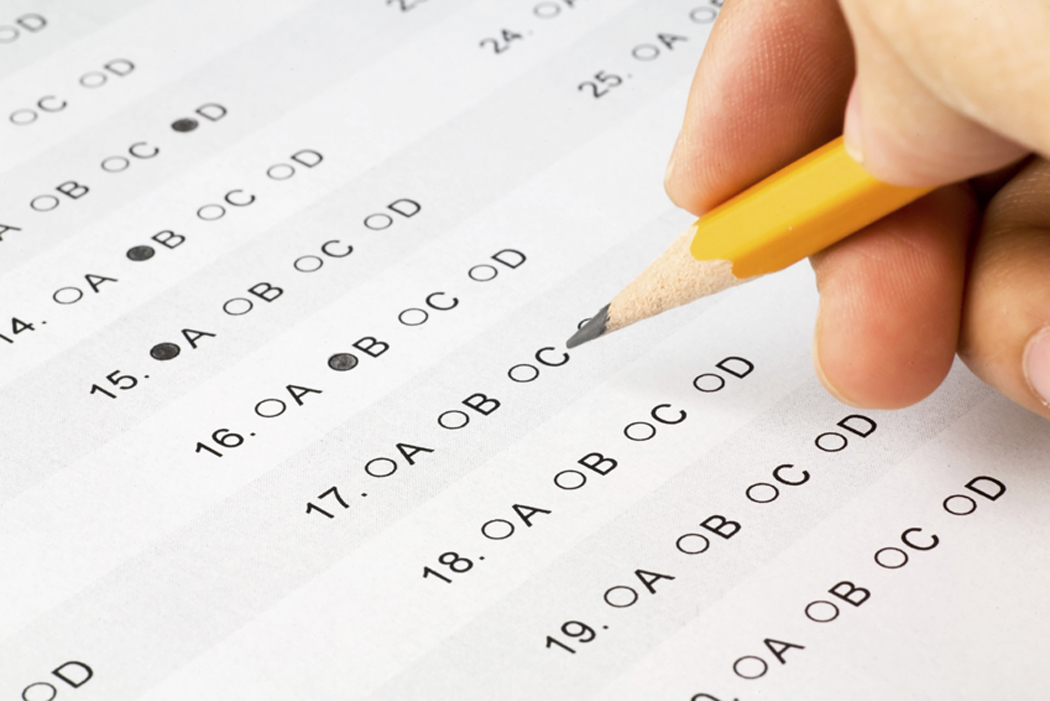


September 4 - What do we know about change?



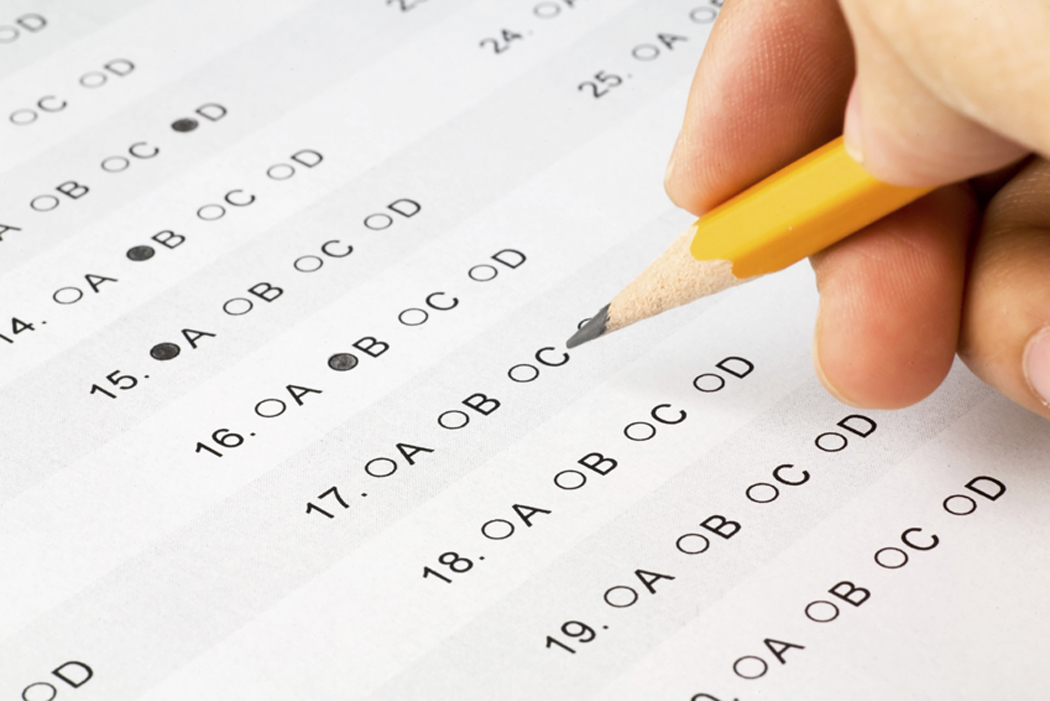
There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

September 6 - Designing and selling the message; starting a social epidemic



There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

WEEK 4 - Preparedness fundamentals (FEMA)



There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

Reading: *IS-910: Emergency Management Preparedness Fundamentals*

September 11 - IS-910\*

September 13 - IS-910\*

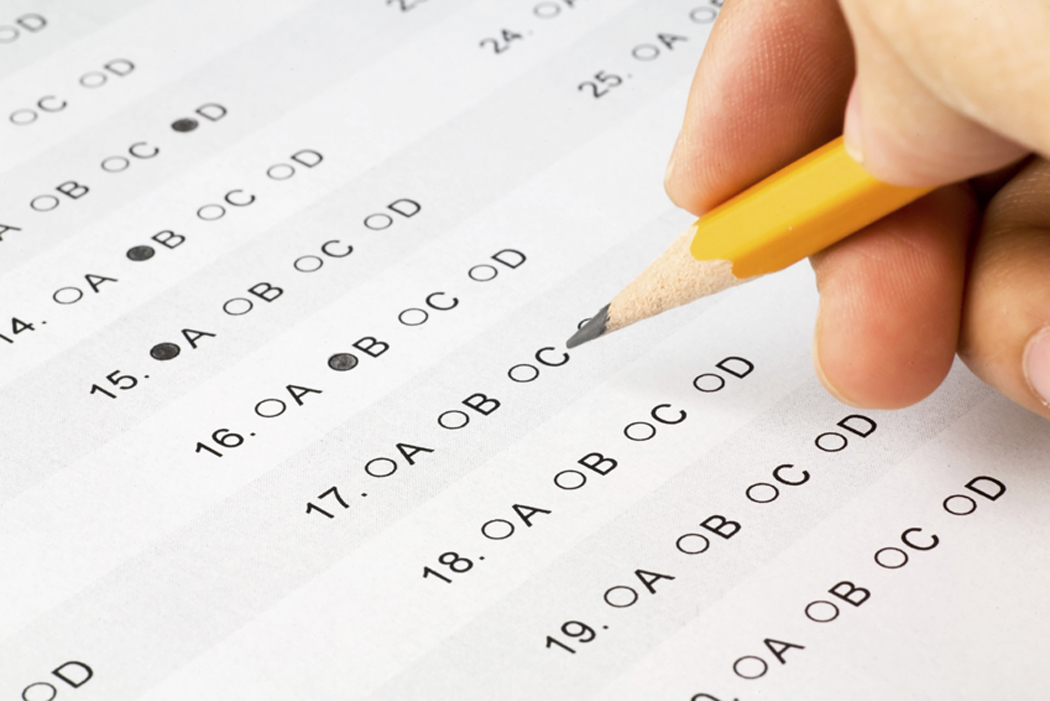
WEEK 5 - Welcome to the emergency manager’s world!

Reading: *Principles of Emergency Management Supplement;* see Blackboard

September 18 - Who we are, what we do, and where we fit in the big picture; IS test

September 20 - Principles of emergency management

There will be no quizzes given on the following weeks:   
1, 11, 15 or 16.



All other class meeting days are fair game for quizzes.

WEEK 6 - Planning overview

Reading: *Emergency Planning,* *Chapters 1 & 2*

September 25 -Planning overview; Preparedness Strategy assigned

September 27 - Meet with your strategy group\*

WEEK 7 - FEMA planning coursework

Reading: *IS-235: Emergency Planning*

*IS-362: Multi-Hazard Emergency Planning for Schools*

October 2 - Planning issues and challenges

October 4 - Planning issues and challenges

WEEK 8 - Human behavior - myths, lies & videotape/planning process

Reading: *Emergency Planning,* *Chapters 3&4*

October 9 - Myths; successful planning process; IS test

Readings, in-class handouts, and class discussion will potentially be on quizzes. Quizzes are retained by the instructor, but not returned to students. Grades will be input on Blackboard.

If you have questions about your quiz grades (or other assignment grades), contact the course instructor or teaching assistant.

October 11 - Training & exercises

WEEK 9 - Protective actions

Reading: *Emergency Planning, Chapter 5*

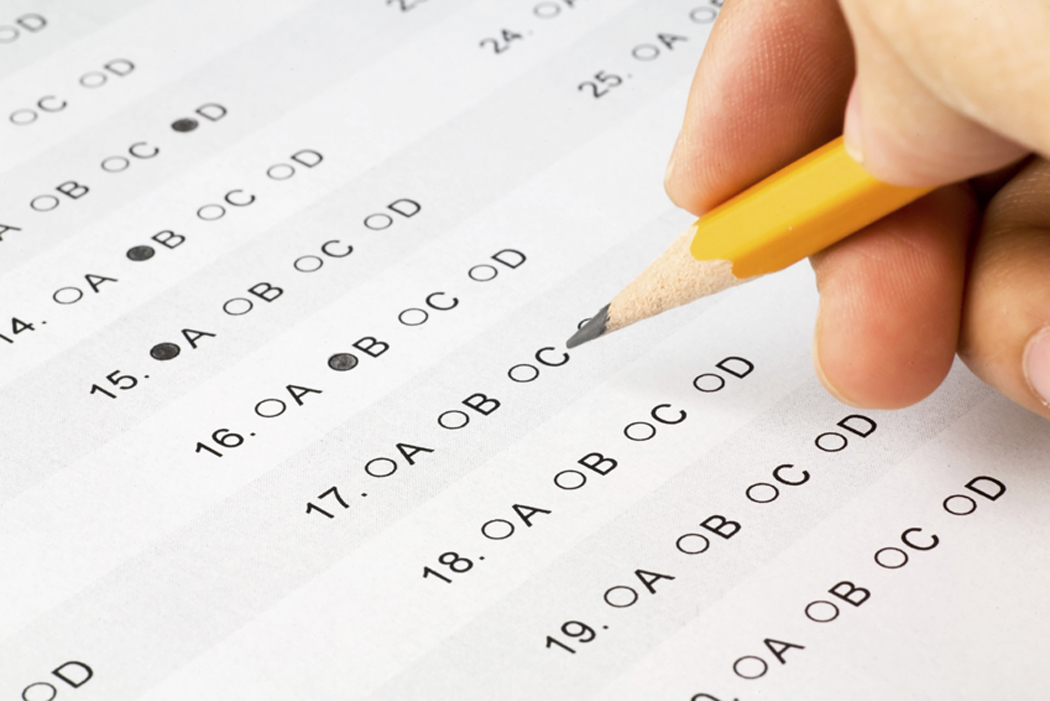
October 16 - Sheltering

October 18 - Evacuation

WEEK 10 - Vulnerability analysis

Reading: *Emergency Planning, Chapter 6*

October 23 - Who is vulnerable and to what?



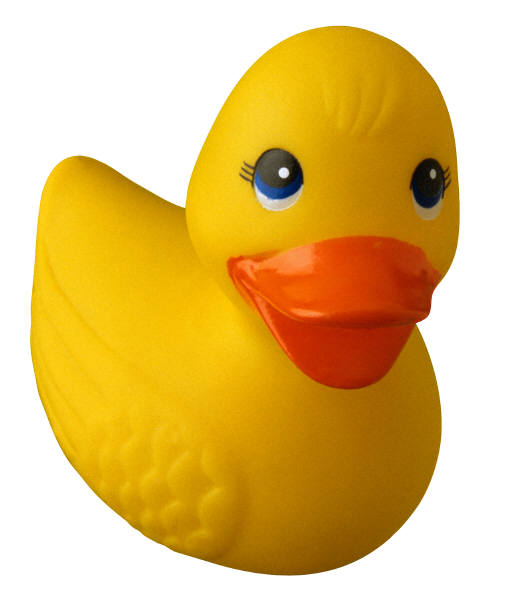
There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

October 25 - Hazard/Vulnerability analysis

WEEK 11

Reading: None

WORK IN GROUPS – PSA ASSIGNMENT & PREPAREDNESS STRATEGY

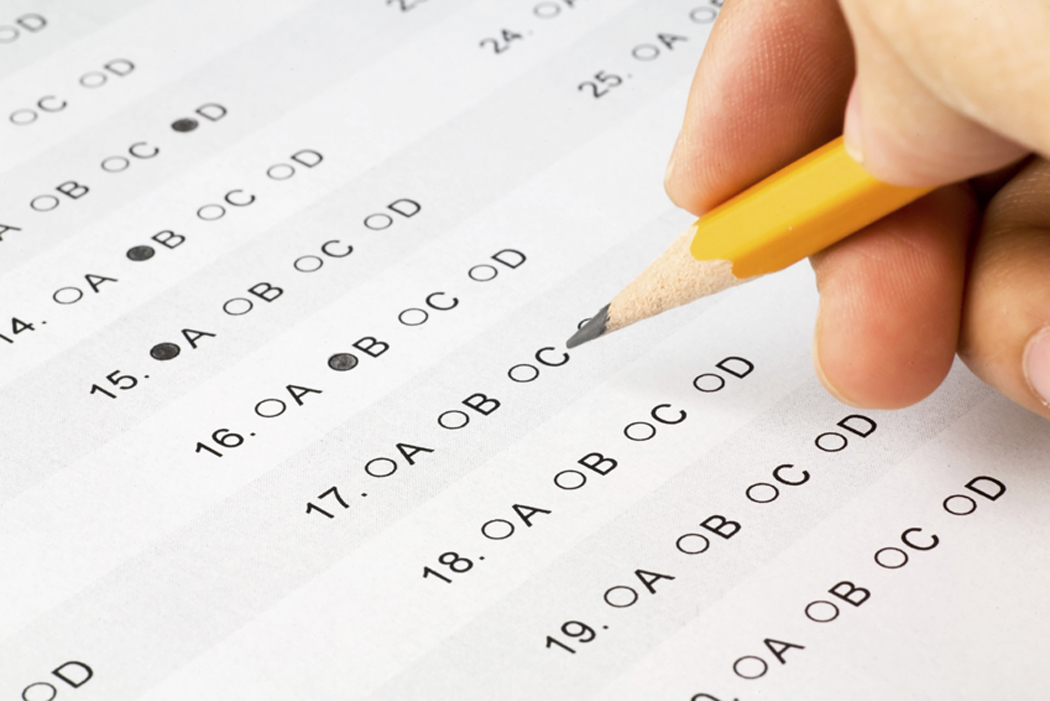


Don’t worry animal lovers –

no ducks will be harmed in the making of your PSA.

October 30 - **NO CLASS- IAEM Conference**

November 1 - **NO CLASS- IAEM Conference**



There will be no quizzes given on the following weeks:   
1, 11, 15 or 16. All other class meeting days are fair game for quizzes.

WEEK 12 - What a “real” plan looks like

Reading: *Emergency Planning, Chapter 6*

November 6 - What’s inside and why?

November 8 - It’s not the plan – it’s the process!

WEEK 13 - Continuity planning



***“If you change the way***

***you look at things,***

***the things you look at***

***will change.”***

***~ Dr. Wayne Dyer***

Reading: *Emergency Planning, Chapter 8*

November 13 - COG/COOP overview; business continuity

November 15 - EMERENCY PREPAREDNESS EXPO

WEEK 14 - Risk communication

Reading: *Emergency Planning, Chapters 9, 10 &11*

November 20 - Risk communication

November 22 - NO CLASS - THANKSGIVING

WEEK 15 - Risk communication, cont.; EOC; NIMS/ICS

Reading: *Emergency Planning, Chapter 12*

November 27 - Warnings

November 29 - NIMS/ICS overview

WEEK 16 - The EOC & NIMS/ICS overview

Reading: *Emergency Planning, Chapter 12*

December 4 - EOCs; Strategy presentations

December 6 - Strategy presentations; hot wash

**Emergency Management Program**

**Grading Rubric for Writing Assignments**

The following standardized grading rubric will be used to evaluate all writing assignments, essays, and papers in emergency management courses. Faculty evaluations of student writing will consider a minimum of four areas: Structure and Organization, Content, Style, and Mechanics. Faculty may also choose to add additional considerations within each area and/or add another area of evaluation to adapt the grading rubric to specific or unique writing assignments. Prior to giving a writing assignment, faculty will inform students of the point values within each evaluation area.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Structure and Organization** | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | |
| *Opening* | Introduction is engaging and a thesis statement clearly tells the reader where the writing assignment is going to take them. | Introduction is informative and thesis statement is focused. | Introduction may be weak. Thesis is evident, but may need sharper focus. | Introduction is weak. Thesis is weak. | | No introduction evident. No thesis statement. |
| *Main Body* | Paragraph sequence is logical; transitions clarify relationships of ideas. Paragraphs are unified and coherent. | Sequence of paragraphs is logical; transitions are generally smooth.  Paragraphs are unified and coherent. | Organization is apparent but not consistent. Transitions are lacking.  Paragraphs lack coherence and are often short. | Organization is haphazard; paragraphs breaks are illogical. Short undeveloped and/or repetitive paragraphs. | | No organization evident. |
| *Conclusion* | Conclusion reinforces where the writing assignment has attempted to take the reader. | Conclusion is well written and goes beyond summary. | Conclusion merely summarizes what was written in the writing assignment. | Conclusion is weak. | | No conclusion evident. |
| *ADDITIONAL CONSIDERATION* |  |  |  |  | |  |
| **Content** | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | | *Points awarded:* |
| *Analysis and Originality* | Excellent analysis of topic is evident. Writing assignment demonstrates student’s clear grasp and ownership of material. Response to topic is original and demonstrates insight into topic. | Analysis is good. Student establishes clear familiarity with material.  Response to topic demonstrates careful thought on the topic. | Analysis of topic is superficial.  Student establishes they are adequately familiar with material.  Response to topic is appropriate but needs more sustained thinking. | Topic is addressed inadequately.  Writing does not clearly demonstrate the student’s thought on or knowledge of the topic. | | Inappropriate topic. Little thought evident. |
| *Evidence* | Ideas are well developed with significant and persuasive evidence.  Use of supporting evidence is both apropos to the points being made and thorough.  Writer consistently and accurately references or cites supporting information. | Ideas are well developed with effective evidence and support.  Use of supporting evidence is effective.  Writer references or cites supporting information well. | Some ideas are underdeveloped; some key points may lack support.  Adequate attempt is made to support major points and cite sources. | Ideas lack development, are overly generalized, and/or ramble.  Very little if any evidence or support from course materials is used or cited. | | No development of ideas.  No evidence or support from course materials is used or cited. |
| *ADDITIONAL CONSIDERATION* |  |  |  |  | |  |
| **Style** | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | | *Points awarded:* |
| *Sentence Structure* | Sentences are skillfully constructed, varied, and distinctive. | Sentences are generally concise and varied. | Sentences are appropriate but may show little complexity or variety and some awkwardness. | Awkward sentences and/or obscure train of thought. | | Sentences lack structure, coherence, and cogence. |
| *Diction* | Diction is fresh and precise. Perfect use of the English language. | Diction is fluent. Accurate use of the English language. | Diction is generally clear and idiomatic. Occasional vague wording or misuse of the English language. | Diction is often vague, repetitive, incorrect, and unidiomatic. | | Diction is vague, repetitive, incorrect, and/or unidiomatic throughout. |
| *ADDITIONAL CONSIDERATION* |  |  |  |  | |  |
| **Mechanics** | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | | *Points awarded:* |
| Grammar | Perfect grammar. | Few deviations from standard grammar. | Occasional fragments or other errors. | Repeated fragments or other errors. | | Serious grammatical errors throughout. |
| Spelling | Perfect spelling. | Few spelling errors. | Occasional misspellings. | Repeated misspellings. | | Serious and repeated errors in spelling. |
| Punctuation | Perfect punctuation. | Few punctuation errors. | Occasional punctuation errors such as comma splices. | Repeated punctuation errors such as comma splices. | | Serious and repeated errors in punctuation. |
| **Additional**  **focus area(s)** | *Points awarded:* | *Points awarded:* | *Points awarded:* | *Points awarded:* | | *Points awarded:* |
|  |  |  |  |  | |  |