# EAPS 360 2025 Syllabus (online)

**CONTENTS**

Click on the following links to go directly to a specific component:

[Course Information](#bookmark=id.gjdgxs)

[Instructor(s) Contact Information](#_heading=h.1fob9te)

[Course Description](#_heading=h.3znysh7)

[Learning Resources, Technology & Texts](#learningresources)

[Use of artificial intelligence (AI) or Large Language Models (LLM) in this course](#artificialintelligence)

[Learning Outcomes](#_heading=h.tyjcwt)

[Assignments](#_heading=h.3dy6vkm)

[Packback Questions](#_Packback_Questions)

[Grading Scale](#bookmark=id.lrumvxc2xfg3)

[Attendance Policy](#_Attendance_Policy)

[Course Schedule](#_heading=h.26in1rg)

[Academic Integrity](#_heading=h.1ksv4uv)

[Nondiscrimination Statement](#_heading=h.44sinio)

[Accessibility](#_heading=h.2jxsxqh)

[Mental Health/Wellness Statement](#_heading=h.z337ya)

[Basic Needs Security](#bookmark=id.30j0zll)

[Emergency Preparedness](#_heading=h.3j2qqm3)

[Copywrite Policy](#_Copyright_Policy)

# Course Information

* **EAPS 36000-001 Great Issues in Science and Society**
* **35916**
* **Meeting day(s) and time(s)**. Online Asynchronous.
* **Instructional Modality** Async-Online
* **Course credit hours** 3.0

# Instructor(s) Contact Information

* **Name of the instructor** Gouri Prabhakar
* **Office Location** Online (Zoom)
* **Office Phone Number** 765-496-3327
* **Instructor Email Address** gourip@purdue.edu
* **Student consultation hours, times, and location** TBD

# Course Description

# Learning Resources, Technology & Texts

* **Informed Learning resources such as**
	+ **Required texts:** Introduction to Modern Climate Change by *Andrew Dessler*, Second Edition
* **Software/web resources:**  Packback (paid registration), [EAPS 360 Course Guide](https://guides.lib.purdue.edu/eaps360) in Purdue Libraries
* **Use of artificial intelligence (AI) or Large Language Models (LLM) in this course:** Submit your own work. If you use a source for support, include quotes and a citation. Academic dishonesty includes taking content from an Internet search, another person/entity, or AI technology such as ChatGPT (either directly or with modification) and representing it as your answer.

When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.

Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.

Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

* **Packback:** The Packback Questions platform will be used for online discussion about class topics.
* **Hardware requirements (e.g., webcam for exam proctoring):** Webcam and mic for recording oral presentation
* **Tutoring support:** Instructor and TA office Hours
* **Brightspace learning management system**

# Learning Outcomes

By the end of this course, you will be able to

* Quantitatively evaluate emerging issues of climate change on a scientific basis
* Demonstrate scientific writing skills
* Demonstrate ability to work collaboratively in a team by
	+ doing research on a topic selected collectively by the team members
	+ sharing their findings and thoughts with each other through regular meetings (could be virtual)
	+ regularly reporting their progress to the instructor
	+ presenting their findings with the class through an oral presentation

# Learning Objectives

I hope that by the end of this course, you will be able to

* Define the basic physical processes in the climate system
* Interpret graphical representation of climate data
* Summarize the changes in Earth’s climate: past to present
* Describe the methods of study used by climate scientists
* Recognize the challenges of interpreting climate data
* Compare the change caused by anthropogenic activities to natural variability
* Recognize the relative roles of the land-biosphere, oceans, and the atmosphere in the climate system over different time scales
* Describe the various impacts of a rapidly changing climate on societies
* Summarize the latest climate projections made by the IPCC
* Identify reliable sources of information
* Demonstrate the ability to correctly cite sources in written reports
* Construct grammatically correct sentences to clearly articulate scientific concepts
* Critically analyze the information found during research
* Evaluate the latest relevant Climate Change news based on the scientific knowledge gained
* Complete tasks in a timely fashion
* Communicate effectively with students with different majors in the College of Science
* Share resources and knowledge with team members
* Write a detailed, well-analyzed, critical term paper on a topic

# Assignments

# Your learning will be assessed through a combination of assignments, online discussions, mid-term exam, and term project (a group oral presentation, peer evaluation and a term paper) spread throughout the academic period. Details on these assignments and exams, including a schedule of due dates is given below. Rubrics to guide evaluation, and guidelines on the term project will be posted separately on the course website.

1. **Assignments:** 15 pts. On Brightspace. There will be three assignments throughout the course. These assignments must be completely individually. The lowest score will be dropped.
2. **Online Discussions on Packback**: 20 pts. There will be weekly discussions (total seven) on Packback. You will be required to post at least one question, and two responses every week. The lowest discussion score will be dropped.
3. **Midterm Exam**: 10 pts. On Brightspace. Midterm Exam will be a timed, open-book online exam posted on Brightspace. There will be three sections to the exam – 1) Multiple Choice/Multi-select/or True or False Questions, 2) Short answer questions, 3) Long essay questions.
4. **Term Project:** 55 pts. You will be assigned to a team of three-four members with whom you will complete a term project on Climate Change Mitigation. The project consists of the following:
	1. **Project Updates:** 5 pts. On Brightspace. Your team will be required to submit regular updates on your project through the summer session. You, and your team, get full credit only if your team submits a satisfactory report every single time.
	2. **Oral Presentation:** 20 pts. On Brightspace. Every team must create a 15-minute oral presentation on their project for the class. Members of the team will share the presentation equally. Every team will be graded based on the presentation as a whole, not on individual presentations. So, take the time to review every team member’s contribution.
	3. **Term Paper:** 20 pts. On Brightspace. This will be a ~10-page report on Climate Change Mitigation. Every student will write a report based on the findings of their team, which will also be presented orally (same as the previous bullet point). This report has to be written individually by every student.
	4. **Participation:** 10 pts. Qualtrics Survey. This will involve evaluation from your team members, and will be based on the following factors:
* Participation
* Co-operation
* Contribution
* Problem-solving
* Communication
1. **Self-Assessment Quizzes:** Not Graded. On Brightspace. There will be weekly self-assessment quizzes which you must complete to progress in the course. That is, you will be able to view the following week’s content on Brightspace only if you complete the self-assessment quiz for the given week.
2. **Extra Credit (+4):** There will be several extra-credit opportunities throughout this course. Each of these will be worth one extra credit (on your final grade).
	1. Start of Course Quiz (Brightspace): +1 pt
	2. Create a Meme (Brightspace): +1 pt
	3. End of Course Quiz (Brightspace): +1 pt
	4. End of term Course Evaluation (Brightspace): +1 pt

# Packback Questions

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

**How to Register on Packback:**

Note: Only access Packback through Brightspace in order to ensure your grades sync properly.

1. Click “Packback Questions” within Brightspace to access the community. This page has also been bookmarked.

2. Follow the instructions on your screen to finish your registration.

3. For your grade to be visible in Brightspace, make sure to only access Packback via Brightspace.

**Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.**

**How to Get Help from the Packback Team:**

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

# Grading Scale

|  |  |
| --- | --- |
| A+  | 97 - 100    |
| A  | 94 - 96   |
| A-  | 90 - 93   |
| B+  | 87 - 89   |
| B  | 84 - 86   |
| B-  | 80 - 83   |
| C+  | 77 - 79   |
| C  | 74 - 76   |
| C-  | 70 - 73   |
| D+  | 67 - 69   |
| D  | 64 - 66   |
| D-  | 60 - 63   |
| F  | Below 60   |

Note: In case of academic dishonesty the student’s grade will be F, irrespective of their performance.

# Late Submission Policy

There will be a penalty for late submissions, **-5% for every day beyond due date**. Submissions later than **three days** after due date will not be accepted.

# Copyright Policy

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university’s right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

#

# Attendance Policy

Attendance in an asynchronous online course is different from a regular in-person class. You must engage with the course material meaningfully every week in order to be considered present in the course. Engaging meaningfully in the course involves completing at least two of the following every week:

* Viewing lecture videos
* Participating in online discussions on Packback
* Completing self-assessment quiz
* Complete assignment for week, if any

In case of an emergency requiring time off from the course, contact the Office of the Dean of Students. Under the Brightspace University Policies and Statements content are two resources related to class attendance: a hyperlink called “Office of the Dean of Students: Class Absences” that links to the [ODOS webpage on class absences](https://www.purdue.edu/advocacy/students/absences.html). This resource for students and instructors outlines the types of **notifications to instructors** that ODOS may provide.

# Academic Integrity

Under the Brightspace University Policies and Statements content is a hyperlink called “Purdue’s Student Guide for Academic Integrity” that links to the [Office of Student Rights and Responsibilities Academic Integrity webpage](https://www.purdue.edu/odos/osrr/academic-integrity/index.html) and a link named “Use of Copyrighted Materials” that links to a [University Policy Office webpage](https://www.purdue.edu/policies/academic-research-affairs/ia3.html).

**Use of artificial intelligence (AI) or Large Language Models (LLM) in this course:** Submit your own work. If you use a source for support, include quotes and a citation. Academic dishonesty includes taking content from an Internet search, another person/entity, or AI technology such as ChatGPT (either directly or with modification) and representing it as your answer.

When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.

Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.

Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

[*Purdue’s Honor Pledge*](https://www.purdue.edu/odos/osrr/honor-pledge/about.html)*: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.*

# Nondiscrimination Statement

A link to Purdue’s [Nondiscrimination Policy Statement](https://www.purdue.edu/purdue/ea_eou_statement.php) is included in the Brightspace template under University Policies and Statements content.

The Department of Earth, Atmospheric, and Planetary Sciences supports an inclusive learning environment where students from diverse backgrounds and perspectives can be successful. Dimensions of this diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. It is my intent to be respectful of this diversity, and to oppose actions that diminish it, as here in EAPS we embrace the notion that such diversity enriches and enhances our intellectual community.

My preferred pronouns are **she/her/hers.** I wish to respect each of your identities and want to refer to them correctly. I encourage you to share this information when introducing yourself in class, if you feel comfortable doing so. Also, when introducing yourself in class or when communicating via email, please indicate if you have a preferred name which may differ from the information listed on Brightspace, if you feel comfortable doing so.

# Accessibility

Ensuring that Purdue students have access to equitable learning experiences is a University-level commitment and is the responsibility of all members of the Purdue community. The Disability Resource Center (DRC) is a key partner in this work and is a resource for students and instructors.

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494- 1247. More details are available on our course Brightspace under Accessibility Information.