

Course: ESM 360 Emergency Management Planning and Technical Writing
[REDACTED] Seven-Week Course

Instructor Information:

- i) Name: [REDACTED]
- ii) Phone: [REDACTED]
- iii) Email: [REDACTED]
- iv) Office Hours: [REDACTED]

General Course Description: This is an online course and will follow the format promulgated for such by Anderson University. We will use, in no rank order: assigned readings, introduction discussions, technical writing assignments, and one exam. The primary purpose of this course is to facilitate an understanding of the importance of written disaster planning and to provide students the tools and skills to effectively communicate in writing at a professional level.

Course Prerequisites: There are no formal prerequisites for this course. Students are expected to have research and writing competency, as well as sufficient academic and practical experiences. This is not a remedial writing course.

Course Objectives:

By the end of this course, students will understand the importance of written disaster plans and have the skills to effectively write plans. This course examines terminology, concepts and principles of community risk assessment, planning, and response to all types of disasters (e.g. all hazards), including National Incident Management System (NIMS) Incident Command System (ICS), mutual aid and automatic response, training and preparedness, communications, civil disturbances, mass casualty incidents, among other related topics. Participants will exercise the art of technical writing in developing plans, policies, and procedures in accordance with current emergency management planning guidelines and best practices.

This is an advanced discipline-specific writing course, though the technical writing lessons provided and learned are certainly inter-disciplinary in nature. In the course, we study and apply selected types of discourse employed in professional writing situations, preparing students for different systems of writing in their professional lives. Examples from the writing of workplace professionals are analyzed and used as models to demonstrate the transition from academic to professional writing. Students create and revise writing samples throughout the course and compile a portfolio of writing samples.

Student Learning Outcomes (SLOs):

1. Know how to write effective emergency management and business documents, including e-mails, memos, letters, résumés, letters of application, designed documents, visuals, sets of instructions, and various types of short reports;
2. analyze and evaluate audience, purpose, and situation;
3. recognize the ethical implications of professional written communication;
4. understand the importance of, and strategies for, communicating with international readers in writing;

5. create visuals such as tables, graphs, bar charts, and pie charts;
6. prepare for an oral presentation with presentation software slides;
7. have a portfolio of writing samples to bring to job interviews.

Course Requirements:

1. Read all assigned materials.
2. Complete and submit assignments by due date/time.

Textbook:

[REDACTED]

Required Reading:

[REDACTED]

Multi-Media Presentations:

Within each week's listing of readings and assignments, there are optional, yet helpful, *YouTube* multi-media presentations produced by James Lipuma, PhD of New Jersey Institute of Technology.

Course Expectations of Students:

Students are encouraged to seek application of material presented in class to the students' personal, professional, and academic environments. Students should observe real-world activities, watch media (news, documentaries, etc), read professional journal, and research texts and the internet for information relevant to the topic of leadership and share this information in class.

This course will be covered over the next seven weeks. However, both the instructor and students must cover the same material that is normally covered in sixteen weeks in a traditional classroom seated course. Therefore, this course will be fast paced. It is incumbent upon students to ensure that they remain current with the course requirements. If the student encounters any problems or issues that affect his/her participation in the class, the student must notify the instructor of the problem or issue as soon as possible.

Because of the pace of the class, students should not schedule vacations or other activities that will interfere with their participation in the course. Students who experience difficulties with the pace of the course should consult the instructor to determine if the instructor can recommend resources or techniques that can assist the student. The instructor must

ensure that all aspects of the course are covered within the course's timeframe. Therefore, the instructor cannot excuse a student from participating in any segment of the course. The instructor must ensure that all students are held to the same expectations and standards uniformly.

If a student determines that he/she cannot keep pace with the course or experiences a situation in which he/she will not be able to complete the course, the student should consider withdrawing from the course. Generally, the instructor does not issue an incomplete grade, or "I", simply because a student cannot keep pace with the class. In rare but exigent situations, such as a medical problem or a military deployment, the instructor may be able to issue an incomplete grade providing the student submits documentation of the situation and can complete the work in a reasonable period of time. The issuance of an incomplete grade is at the sole discretion of the instructor. The student must consult with the instructor regarding an incomplete grade rather than assuming he/she will automatically be granted such a grade.

If a student chooses to withdraw from the course, it is the student's responsibility to ensure that he/she follows the University's withdrawal process. If a student has questions regarding this process, he/she should contact the Registrar's Office. Students who receive financial aid, scholarships, or GI Bill assistance should understand that, if they withdraw from the course, the withdrawal may affect their assistance. Students should contact the Financial Aid Office with any questions regarding assistance.

Because the class is conducted online, students must ensure that their computer can handle the data transactions that occur in the online environment. This data will not only include the accessing of websites and posting of messages, but the submission of documents as attachments and the downloading of video files. Generally, computers that are less than two years old should be robust enough to work in the online learning environment. Students also need to ensure that their internet connection is fast enough to handle the transmitting and receiving of data. Most DSL, satellite, or similar connections should suffice. However, students who are using dial-up connections may experience difficulties. If a student only has a dial-up connection, they may wish to see if there is a local library with computers from which they may take the course. Another option is to have a notebook or tablet computer with a Wi-Fi card and locate a "hot spot" where they can access the Internet. McDonald's, Starbucks, and many other public venues are now offering Wi-Fi access.

In this course, students are expected to write and/or develop several types of written works using the course textbook as a style guide. Students are also expected to develop their papers and presentations using Microsoft Office's Word and PowerPoint programs. Students should ensure that they use at least the Microsoft Word 1997-2003 version. Papers submitted in other formats, such as WordPerfect or pdf, will not be accepted.

Course Assignments and Evaluation:

Examinations:

There will be a final examination in this course. The examination provides an exercise involving two technical writing tasks. The tasks will require students use the guidance provided by the reading assignments. **You will be provided any additional instructions regarding the examination on [REDACTED] of the course.**

Graded Writing Assignments:

Students will have writing assignments related to previous and current week lesson materials. [REDACTED].

Pay close attention to the Week 7 assignment, as this may require more effort (time) than the other assignments. Therefore, review the Week 6 writing assignment at the beginning of the course and work through the assignment throughout the course of the first six weeks.

Discussion Forums

Weekly discussion forums will be posted for students to respond to. A Class Participation grade will be given based on responding to the posts by each of the other students. The students' *initial post* must be by [REDACTED] of the Term week, and at least *one response* to each other students' initial post must be done by [REDACTED] of the Term week.

Why We Write:

Probably no other student activity, other than public speaking, is loathed more by students than writing papers. Nevertheless, it is an important aspect of an emergency management and/or homeland security education at the university level for several reasons. Learning to write professionally is one of the hallmarks of a university education. The three hallmarks of a university education are:

- scholarship
- research, and
- publication.

In this class, you will perform these activities. The reading and comprehending of the course material along with the online discussions comprise the scholarship component. The preparation for writing your papers will require you to research and review academic studies that relate to emergency management planning and technical writing and will comprise the research component. The University has designed this course to ensure that you receive the full benefit of these activities as they contribute to your education and professional development.

Additionally, the profession(s) of emergency services management and/or homeland security requires extensive writing that demands that its professionals have good writing skills. First impressions are important and for many emergency management and homeland security professionals, their reports are frequently the first association others have with them that form the impression. Consider, also, that in the work environment any written document has legal implications which implies accuracy, proper grammar, and understandability by the intended audience. If a student wishes to con-

sider him - or herself - a professional, (s)he or she must write like a professional. Good writing skills will serve a student well throughout his or her career.

Student Engagement:

Students are expected to read all chapters and other reading assignments. The chapters and discipline-specific reading and audio/visual (multi-media) assignments are grouped together by week. Students will have writing assignments related to previous and current week lesson materials. These assignments are due by [REDACTED].

Course Assignments and Evaluation:

The following displays how grades will be calculated.

Assessment Score

Week 2 Writing Assignment #1	100
Week 3 Writing Assignment #2	100
Week 4 Writing Assignment #3	100
Week 5 Writing Assignment #4	100
Week 6 Writing Assignment #5	100
Week 7 Writing Assignment #6	100
Five Discussion Forums	100
Final Exam	<u>100</u>
Total Possible Points	<u>800</u>

Departmental Grading Scale:

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

Make-Up Work and Extra Credit:

Because of the pace of the class, make-up work is not permitted. Also, there will be no extra credit unless otherwise announced by the instructor.

* [Redacted text block]

Week Topic Assignment

3. [Redacted text block]

* [Redacted text block]

* [Redacted text block]

Week Topic Assignment

4. [Redacted text block]

* [Redacted text block]

[Redacted text block]

Week Topic Assignment

5. [Redacted text block]

[Redacted text block]

* [Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

* [Redacted text block]

[Redacted text block]

Course Policies:

1. Deadlines: This syllabus provides information on when assignments are due. Late work will result in a 5% deduction per day from your grade on the assignment.
2. Special Needs: Anderson University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to the Center for Student Success. All information is confidential. Please contact the Center for Student Success for more information at 864.231.2107 or the Student Center Building. You may also visit the center's website: <http://www.andersonuniversity.edu/success.aspx?id=2807>.
3. Academic Honesty: This course adheres to the Anderson College Academic Honest and Dishonesty Policy that is found on Pgs. 46-49 of the *Student Development Handbook 2018-2019*. In short, no form of cheating will be tolerated. Those violating the policy will be referred to the Academic Affairs.
4. Written Assignments: Written assignments will be double-spaced with APA or similar format used for citing references.

In Conclusion:

Syllabus Changes: This syllabus assists the student by providing an overview of the essential aspects of the course. The contents of the syllabus are subject to change without notice. This syllabus is not a contract or other legally binding document

It is a privilege to serve as instructor for this course. The instructor recognizes that some participants may be more experienced in emergency management, and its application, than others. The instructor is responsible for helping participants understand the course textbook readings and the terminology, concepts and principles contained therein. The professor's responsibility is to help you be successful in ESM 360. I encourage you to seek individual attention as needed.