

TCORE 102C: Introduction to Science
“Oceans Full of Trash”
Fall 2013, 5 credits SLN 20573
Instructor: Julie Masura

Class Times	M,W 8 – 10:05 a.m. (Joy 105)
Office Hours (also by appointment)	(M 11-noon, W 4-5, Keystone 216)
Contact Information: EMERGENCIES ONLY	jmasura@u.washington.edu 253-692-4317

Academic Adviser:
Peer Adviser:
Librarian: Carole Svenson

Course Description: We will be exploring the North Pacific Garbage Patch, noted to be the size of Texas! We will review various types of communications, including the **media and internet**. We will also apply various scientific concepts to question the validity of claims made by researchers from our culture and other **cultures** around the world, especially the **myths** connected to the virtual **supernatural**. Finally, we will be **checking ourselves** and reflecting on our contribution to the garbage patch.

Core: The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

- Inquiry and Critical Thinking
 - Inquiry & Problem Solving: collect, evaluate, and analyze information and resources to solve problems or answer questions
 - Research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces
- Communication/Self-expression
 - Analysis: identify, analyze, and summarize/represent the key elements of a text
 - Expression of Ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it
- Global Perspective – Diversity –Civic Engagement
 - Global Perspective: interact with concepts, ideas, and processes related to interdependences between person, local, and global relationship.
 - Civic Engagement: interact with concepts, ideas, and processes related to civic engagement
- Quantitative Literacy

- Use quantitative evidence (including statistics, graphs, etc.) in support of an argument
- Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.)

Required Texts and Materials

- All students must have access to Canvas
- Ebbesmeyer, C. and E. Scigliano. 2009. Floatsametrics and the Floating World. Toronto: Harper Collins.

Grading: Your assignments will include a series of writings to include reaction papers, reviews, reports, and analyses of topics explores.

Papers	30%
Quizzes	20%
Online Discussions	15%
Assignments	15%
Group Project	15%
Participation	5%

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

Late Work: I will accept late work. One point will be deducted from your assignment for every DAY it is late.

Writing Requirements: This course will use CSE format. The format is very similar to APA format, and varies from one discipline to another. Be advised that many formats are used in your collegiate courses and will be specific from course to course, year to year, and discipline to discipline.

Course Schedule: This will be found in another document

Teaching and Learning Center: The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism: All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Library: The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

Electronic Devices: Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Student Health Services: Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women’s health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer’s Hall on Market Street.

Counseling Center (Student Success): The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and

graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success): The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program: For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm: Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake: DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather: Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

TCORE 102 Agenda
(this schedule is subject to change)

Week/Day	Topic	Activities	Reading	Assignments
1 (9/25-9/27)	Introduction		Syllabus Agenda	Quiz 1 Autobiography Discussion 1
M (9/25)	Orientation Taking Notes	Introductions Review Course – Syllabus & Agenda Introduce Showcase		
2 (9/30-10/4)	Putting the Puzzle Together		Ebbesmeyer, C. and E. Scigliano. 2009. Preface <i>in</i> Floatsametrics and the Floating World. Toronto: Harper Collins. Ebbesmeyer, C. and E. Scigliano. 2009. Chasing Water <i>in</i> Floatsametrics and the Floating World. Toronto: Harper Collins, p. 1-17. Ebbesmeyer, C. and E. Scigliano. 2009. Oil and Icebergs <i>in</i> Floatsametrics and the Floating World. Toronto: Harper Collins, p. 18-44.	Quiz 2 Discussion 2 Preface Summary Chasing Water Summary Oil and Icebergs Summary Tapped Reaction Paper
M (9/30)	Communicating	Pieces of the Puzzle CANVAS Training Introduction to Assignment Requirements Writing Summaries and Reaction Papers		
W (10/2)	Tapped Out	'Tapped' – Taking Notes & Reaction Paper Creating Questions		
3 (10/7-10/11)	Introducing the 'Great Garbage Patch'		Wikipedia [Internet]. Great Pacific Garbage Patch. Available from: http://en.wikipedia.org/wiki	Quiz 3 Discussion 3

	The Size of Texas?		/Great Pacific Garbage Patch Wikipedia [Internet]. Marine Debris. Available from http://en.wikipedia.org/wiki/Marine_debris Wikipedia [Internet]. Marine Pollution. Available from: http://en.wikipedia.org/wiki/Marine_pollution Wikipedia [Internet]. Microplastics. Available from: http://en.wikipedia.org/wiki/Microplastics Wikipedia [Internet]. Plastic Particle Water Pollution. Available from: http://en.wikipedia.org/wiki/Plastic_particle_water_pollution	References
M (10/7)	Plastics Problem	Wikipedia Types of Information		
W (10/8)	Stating the Problem Critical Thinking	Marine Debris Plastic Physical Properties		
4 (10/14-10/18)	Fishing for Plastics in the Ocean		Grant R. 2009. Drowning in Plastic: The Great Pacific Garbage Patch is twice the size of France. The Telegraph [Internet]. Available from http://www.telegraph.co.uk/earth/environment/5208645/Drowning-in-plastic-The-Great-Pacific-Garbage-Patch-is-twice-the-size-of-France.html Blake H. 2010. Great Garbage Patch: the problem of plastics in the Ocean. The Telegraph [Internet]. Available from http://www.telegraph.co.uk/earth/earthnews/8242659/	Quiz 4 Discussion 4

			<p>Great-Garbage-Patch-the-problem-of-plastics-in-the-Ocean.html</p> <p>Cumming E. 2010. The Biggest Dump in the World. The Telegraph [Internet]. Available from http://www.telegraph.co.uk/science/7450769/The-Biggest-Dump-in-the-World.html</p> <p>Alleyne R. 2011. Great Garbage Patch in the Pacific Ocean not so great claim scientists. The Telegraph [Internet]. Available from http://www.telegraph.co.uk/earth/earthnews/8241265/Great-Garbage-Patch-in-the-Pacific-Ocean-not-so-great-claim-scientists.html</p> <p>Santillo D, Johnston P. 2011. Great Garbage Patch: size doesn't matter. The Telegraph [Internet]. Available from http://www.telegraph.co.uk/earth/earthnews/8242692/Great-Garbage-Patch-size-doesnt-matter.html</p>	
M (10/14)	NO CLASS	NO CLASS	NO CLASS	NO CLASS
W (10/16) Librarian Visit	Librarian Visit - Carole Svensson	Primary Research-Using Library & Set-up RefWorks Account CSE format Annotated Bibliography		
F (10/18)	MEET AT THE CENTER FOR URBAN WATERS DOCK Directions: http://goo.gl/maps/CunDJ	Boat Sampling on the R/V Barnes Group 1 8-10 a.m. Group 2 10 a.m.-noon Group 3 noon-2 p.m. Group 4 2-4 p.m.		

5 (10/21-10/25)			Ljubomire, J., S. Sheavly, and E. Adler, 2009, Executive Summary <i>in</i> Marine Litter, Panama, United Nations Environment Programme	Quiz 5 Discussion 5
M (10/21)	Your Ideas	Writing Field Reports		
W (10/23)	Separating Bits of Plastic MEET AT THE CENTER FOR URBAN WATERS LOBBY Directions: http://goo.gl/maps/CunDl	Concentrating Plastic in Water Samples-CUW		
6 (10/28-11/1)			Ljubomire, J., S. Sheavly, and E. Adler, 2009, Facing the Global Challenge of Marine Litter <i>in</i> Marine Litter, Panama, United Nations Environment Programme	Quiz 6 Discussion 6
M (10/28)	Who Is Correction About This Trash?	Watch Addicted to Plastic Parts 1 through 6		
W (10/30)				
7 (11/4-11/9)	Exploring Plastic Properties		Ljubomire, J., S. Sheavly, and E. Adler, 2009, Review of Regional Assessments and Action Plans on Marine Litter <i>in</i> Marine Litter, Panama, United Nations Environment Programme	Quiz 7 Discussion 7
M (11/4)	What's in Your Toothpaste? MEET IN SCIENCE 311	Concentrating Plastic in Toothpaste-UWT		
W (11/6)		How To Write a Lab Report		
8 (11/11-11/15)	Finding Plastic in the Sand		Ljubomire, J., S. Sheavly, and E. Adler, 2009, Analysis of Regional Review Documents and Action Plans	Quiz 8 Discussion 8

			<i>in</i> Marine Litter, Panama, United Nations Environment Programme	
M (11/11)	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL
W (11/13)		Sampling on Thea's Beach Groups 1 & 2 8-9, 1330-1430 Groups 3 & 4 9-10, 1430-1530		
9 (11/18-11/22)			Ljubomire, J., S. Sheavly, and E. Adler, 2009, The Way Forward <i>in</i> Marine Litter, Panama, United Nations Environment Programme	Quiz 9 Discussion 9
M (11/18)				
W (11/20)				
10 (11/25-11/29)			NOAA Microplastics, http://marinedebris.noaa.gov/projects/microplastic.html	Quiz 10 Discussion 10
M (11/25)				
W (11/27)				
11 (12/2-12/6)				
M (12/2)				
W (12/4)	NO CLASS	NO CLASS	NO CLASS	NO CLASS
F (12/6)	Fall	Student	Showcase	Academic Hallways
Finals (12/9-12/13)				
M (12/9)				Peer Reviews