COURSE DESCRIPTION & OBJECTIVES

This course is designed to provide a theoretical foundation of television broadcasting and meteorology to supplement the hands-on television experience gained from the WeatherWatcher Living-Learning Community. By examining the history and characteristics of television, critical analyses of news and weather-related programming and special topics pertaining to meteorology, students will gain a rounded understanding of the medium and its impact on the field of meteorology and broadcasting.

Classes will consist of guest lecturers from the School of Environmental and Biological Sciences, as well as from companies outside of Rutgers. Discussions of topical and relevant news relating to television production, industries and technologies relating to meteorology and broadcasting will also be included in the weekly classes.

Rannie Teodoro is an expert in Communication Studies, and will be in charge of the course each semester. She will work with Meteorology Professor Steven Decker, who will attend each lecture and fully participate in the discussions, giving his perspective based on his experience as a meteorologist. They will also arrange for guest lectures from television weathercasters from the New York/Philadelphia region, and will also make presentations in the classes.

LEARNING GOALS

The course draws upon critical, historical, and empirical research to provide students the resources to expand their communication competence to meet the ever changing demands of public communication. The emphasis of the course is on learning through performance and application of communication principles and tools and meteorology concepts. Students will learn, practice, and demonstrate abilities of integrating information and research through readings, discussions, speech analysis, and formal speaking assignments utilizing emerging technologies.

21st Century Challenges:

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world
Cognitive Skills & Processes:
- Communicate complex ideas effectively, in standard written English, to a general audience.
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.

Information Technology and Research:
- Employ current technologies to access information, to conduct research, and to communicate findings.
- Analyze & critically assess information from traditional and emergent technologies.

GRADING
The final grades for the course will be determined by the following:
- Class participation and attendance: 15%
- Weekly response papers/In-class activities: 10%
- Discussion Leader/Article Reviewer: 10%
- Science Experiments Live Speech: 30%
- Final Speech: 35%

The following are the standard grades and criteria:
- 90-100, A: work fulfills terms of assignment, shows excellence, creativity, original thought
- 86-89, B+: work fulfills terms of assignment, some excellence, creativity, original thought
- 80-85, B: work fulfills terms of assignment, less evidence of excellent, creativity, original thought
- 76-79, C+: work fulfills terms of assignment, shows very limited evidence of original thought
- 70-75, C: work fulfills terms of assignment
- 65-69, D: failure to fulfill terms of assignment
- 64 and below, F: failing and incomplete work

REQUIREMENTS
Attendance
Students are required to attend the weekly class as part of the WeatherWatcher Living-Learning Community. If you are unable to attend a class, please notify the instructor as soon as possible. An online notification of absence is available; please use this method to inform the instructor.

Readings
It is the student's responsibility to stay up-to-date with all class assignments and assigned readings. Readings will consist of selected theoretical and research texts relating to the week’s topic, and will be available on the course Sakai website (sakai.rutgers.edu) under the “Resources” section. Please come to class prepared to discuss the readings. Readings for guest lecturers will be announced later in the semester.
Assignments

RESPONSE PAPERS

• Students will complete one response paper per week as indicated in the class schedule (1-2 pages double spaced, Times New Roman, Size 12 font, STAPLED), addressing a topic from the readings or class discussion.
• This response paper will not be a summary; instead, you will select one aspect of the readings or class discussion to critically EVALUATE. In the evaluation, you will compare the strengths, weaknesses, and applicability of the topic and your experiences in broadcasting and meteorology.
• For the response papers, a HARD COPY will be handed in at the start of class AND an ELECTRONIC COPY will be submitted on Sakai by 11:59pm the night before; NO LATE PAPERS WILL BE ACCEPTED.

IN-CLASS ASSIGNMENTS & ACTIVITIES

• Students will complete in-class activities as assigned. This may include impromptu speeches, exercises, and workshop-style activities.

DISCUSSION LEADERS & ARTICLE REVIEWERS

• This is a public speaking class and each of you is expected to lead and/or contribute to discussions. Part of participation includes helping to lead one weekly class discussion for an article assigned that week.
• Sign-up sheets will be passed around during the first week of class.
• The purpose of discussion leaders and article reviewers is to develop extemporaneous presentation skills which (1) demonstrate clear preparation, (2) anticipate expected and unexpected responses to and of the audience, and (3) maintain speaker-audience engagement.
• If you are a discussion leader or article reviewer, you will not need to hand-in a response paper for that week.
• The format of the discussion will be as follows:
  o 20 minutes – Discussion leaders
  o 10 minutes – Article reviewer
  o 10-15 minutes – Evaluation discussion
• As discussion leaders, your job is to lead the class discussion on the article(s) assigned for the week. You will introduce critically the material and come up with a few (3-6) substantive questions with your partner in the form of ONE PowerPoint slide (to be emailed to Rannie the night before by 9pm) to get the discussion rolling. Such questions may target what you consider the key issue/problematic raised by the author(s) in question, a shortcoming in the argument/evidence, a puzzling claim, broader implications, exciting/provocative comparisons, and so forth.
• As article reviewer, your job is to find a recent scholarly source (newspaper, magazine, journal article, news broadcast, etc.) relevant to the week's reading. You must summarize that article for the class and present the information in an easy-to-understand and memorable format. You may send (but not required) a few Powerpoint slides (to be emailed to Rannie the night before by 9pm) to get the discussion rolling. Such questions may target what you consider the key issue/problematic raised by the author(s) in question, a shortcoming in the argument/evidence, a puzzling claim, broader implications, exciting/provocative comparisons, and so forth.
before by 9pm) to help discuss/present your article. You must come up with at least two substantive questions which link the class assigned article with the one you selected.

- **HINT:** It is wise to have follow-up questions and ways to recapture the audience’s attention already prepared, just in case.
- Similar to speech assignments, you will be evaluated by a peer as well as the instructor based on the different speech elements listed in the speech rubric.

### SPEECH ASSIGNMENTS

- **ALL TOPICS MUST BE APPROVED FIRST!** Topics are assigned first come, first serve.
- **Science Experiments Live Speech** (6-8 minutes): This is a fun, creative speech where you must conduct a short, simple, yet well-researched science experiment to demonstrate a topic involving or relevant to meteorology (e.g., liquids, solids, gases, clouds, density, etc.)
  - You should use objects and/or other types of presentation aids to help with your speech. Powerpoint slides are not required.
  - Use must use and ORALLY CITE at least 3 scholarly resources.
  - Speech outlines must be handed in at the start of class.
- **Final Speech:** Details will be handed out towards the end of the semester.

### EXTRA CREDIT

- There will be one (possibly two) extra credit opportunity this semester.
- See Bill McKibben’s talk “**Do the Math - Why Climate Change Matters and What You Can Do About It**” at 7:30 PM on Feb. 4, Rutgers Student Center, Multipurpose room. For **five points** extra credit added to your final speech grade, you must write a WELL-THOUGHTOUT and DETAILED reflection paper (Times New Roman, size 12 font, 1-3 pages, double-spaced) that answers the following:
  - What are three takeaways from the presentation? How can these inform your career paths?
  - Did it meet your expectations? Why or why not?
  - What public speaking components made the presentation good? What public speaking components can be improved?
  - If you were to present the material, what would you do the same or differently?

### STUDENT CONDUCT & ACADEMIC INTEGRITY

Students are also responsible for adhering to the policies of this course and of Rutgers University, which includes the Code of Student Conduct. Please see [http://www.rci.rutgers.edu/~polcomp/judaфф/docs/UCSC.pdf](http://www.rci.rutgers.edu/~polcomp/judaфф/docs/UCSC.pdf) for more information.

**What is expected of you:**

1. Check your email every day.
2. Read every assignment in the text before class, and come prepared to discuss it and ask questions about it.
3. Participate in class discussions. But be respectful of your listeners and give everyone time to talk.
4. Listen attentively and respectfully to whoever is talking in class, be it the professor or a fellow student. (This means no texting or web browsing.)
5. Attend every class. Arrive on time. You cannot pass the course if you have an unexcused absence.
6. Be curious.
7. Be skeptical. Demand evidence before you believe something.
8. Enjoy the class, and if you are not, express your concerns and work to change things.
9. Work three hours outside of class for every hour in a class.
10. Many decisions are based on your values. But be sure be aware of your values and to state them when appropriate.

Policy on Academic Integrity (including cheating, fabrication, and plagiarism). A detailed explanation of these policies can be found at http://ctaar.rutgers.edu/integrity/policy.html. Failure to comply with the policies of this course and of the university will result in disciplinary action.

Academic integrity includes:
1. Develop and write all your own assignments
2. Show in detail where the materials and sources you use in your papers come from
3. Do not fabricate information or citations in your work
4. Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

Do not plagiarize. Do not copy anything word for word without putting it in quotes and referencing it. Do not copy any idea without referencing it. Do not copy anything from the Internet and submit it as your own work. Every sentence or paragraph in your paper will fall into one of three categories: 1) Direct quote from an article you read; 2) Idea from article you read, expressed in your own words; or 3) Your own idea. In the case of 1 or 2, it is necessary to reference the article from which the quote or idea came. If it is a quote (1), it must appear in quotation marks. Try to use your own words to express your ideas. For more information on plagiarism, visit the Rutgers Writing Program at http://wp.rutgers.edu/courses/plagiarism.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor.
## CLASS SCHEDULE

This schedule is subject to change at any time. In the event the schedule changes, the instructor(s) will try and provide advanced notice.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>WHAT’S DUE</th>
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<tbody>
<tr>
<td>Jan. 25</td>
<td>Welcome back! Syllabus; Sign-up for week discussants; Speedy speech exercise</td>
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<tr>
<td>Feb. 1</td>
<td>On-air talent: Myths and Misconceptions</td>
<td>Readings: Potter - “He’s Not A Weatherman But He Plays One On TV” Freedman - “Seal of Approval”</td>
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<td>Discussants: 1, 2 Article Reviewer: 3</td>
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<td>Hand in: Response paper.</td>
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<tr>
<td>Feb. 4</td>
<td>EXTRA CREDIT OPPORTUNITY: See Bill Mckibben’s talk “Do the Math - Why Climate Change Matters and What You Can Do About It” at 7:30 PM, Rutgers Student Center, Multipurpose room.</td>
<td>Hand in: Extra credit reflection paper to be handed in-class on Feb. 22. See extra credit section above for details.</td>
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<td>Feb. 8</td>
<td>Dr. Decker presents: Meteorology as a Social Science</td>
<td>Reading: Fine - Ch. 4 Hand in: Response paper.</td>
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<td>Feb. 15</td>
<td>Guest speaker TBD</td>
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<td>Feb. 22</td>
<td>Meteorology and the Entertainment Industry Select speech topics; Evaluating “entertaining” scientists</td>
<td>Reading: Campbell – “Environmental Catastrophe Risk As Factual Entertainment”</td>
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<td>Discussants: 4, 5 Article Reviewer: 6</td>
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<td>Hand in: Response paper. Hand in: Extra credit about Bill Mckibben’s talk.</td>
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<td>Mar. 1</td>
<td>In-class presentations Day 1 - Present: Science Experiments Live</td>
<td>Reading: Ch. 4 - Weather On The Air Hand in: Response paper.</td>
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<td>Mar. 8</td>
<td>In-class presentations Day 2 - Present: Science Experiments Live</td>
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<td>Mar. 15</td>
<td>Dr. Decker presents: Styles of Weathercasting</td>
<td>Reading: Ch. 4 - Weather On The Air Hand in: Response paper.</td>
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<td>Mar. 22</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>Mar. 29</td>
<td>Dr. Decker presents: What is Probability?</td>
<td>Reading: de Elia &amp; Laprise – “Diversity In Interpretation of Probability: Implications for Weather Forecasting”</td>
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<td>Apr. 5</td>
<td>New Media and Meteorology:</td>
<td>Readings: Kelly – “Opportunities for 21st Century Meteorology”</td>
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<td>Convergence &amp; Online Communication</td>
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<td>Distribute Final Speech Assignment; Select speech topics</td>
<td>Olausson – “Global Warming, Global Responsibility? Media Frames of Collective Action &amp; Scientific Uncertainty”</td>
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<td>Discussants: 7, 8</td>
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<td>Article Reviewers: 9, 10</td>
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<td>Hand in: Response paper.</td>
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<td>Apr. 12</td>
<td>Dr. Decker presents: Communicating Forecast Uncertainty</td>
<td>Reading: Broad et al. – “Misinterpretations of the ‘Cone of Uncertainty’ in Florida during the 2004 Hurricane Season”</td>
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<td>Hand in: Response paper.</td>
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<td>Apr. 19</td>
<td>Review for final speeches</td>
<td>Hand in: Draft of speech outline.</td>
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<td>Practice: Intros, Body, and Conclusions</td>
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<td>Apr. 26</td>
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<td>Day 1 - Present: Final Speeches</td>
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<td>May 3</td>
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<td>Day 2 - Present: Final Speeches</td>
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