RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Living and Learning Community
Environmental Data Mapping

Prerequisites and/or Co-requisites: First-time, first-year student status
Thursdays, 9am-12:30pm BC142

Ann LePore, Associate Professor
3D Design and Animation
Office BC 147 : Office Hours: Thursday 1-4pm and by appointment
E-mail: alepore@ramapo.edu
Faculty Mailbox BC 238 CA Office BC 237 (201)-684-7365
First Year Seminar

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Environmental Data Mapping LLC Project

Mapping technology has recently been the focus of much critical attention as evidenced by numerous efforts to develop new ways of visualizing not only spaces, but complex sets of data. The proliferation of tools such as Neatline, The DM Project, Google Earth, and Walking Through Time has made mapping the stuff of both academic endeavors and everyday life.

Using the process of data mapping, students will be encouraged to make connections between math and image creation, science and narrative, research and analysis. The focus of environmental data mapping will help students to understand their immediate surroundings better, and the context of environmental issues is a relevant one that easily supports the visual display of both research and analysis.

Student group research projects are based on five site visits. We will conduct over an hour of location-specific sampling at the Meadowlands Environmental Center on 3 separate dates. All air monitoring projects will be in conjunction with the Citizen Sensor project. A visit to the weather station at the Liberty Science Center will allow us to observe and collect weather in addition to air monitoring at the southernmost end of the tidal estuary comprising the Meadowlands. Orienteering, and documenting the landscape through images will add to our data points when we conduct sampling in Lower Manhattan for comparative air monitoring.
Course Goals
In addition to written summaries of both research and hypotheses, students will learn how to present their findings in the form of GIS Maps, Hand-made Maps and Physical 3D models. Hands-on group research exercises are fundamental to the understanding of both data collection and possibilities for visual analysis with issues of place, physical space, and visual cues playing a central role.

Measurable Student Learning Outcomes
As part of this course, students will submit a 10-page research paper along with a paper outline and at least one revision. Two essays will be written in relation to the summer reading. Students will be responsible for turning their research into 4 unique maps, two of which will be presented formally in class. Class participation in discussions and critiques is meaningful and will be graded.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Research Paper</th>
<th>Class discussions and essays</th>
<th>Map Presentations for Data Sets A &amp; B</th>
<th>Blog responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to think critically and creatively</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>demonstrate proficiency in written communication</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>demonstrate proficiency in oral communication</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>demonstrate information literacy</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising
Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with
their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu

**Texts, Readings, Materials.**
Selected readings will be provided from the following texts:

- Summer Reading

DIY Spectrometer used to detect air quality
Course Requirements

Classroom Participation – You will be required to arrive on time and participate fully and respectfully.

Writing Assignments – You will be required to complete two assigned essays related to the summer reading. The class research (library, online and field research) will culminate in 4 maps, the first two of which will be presented formally in class and one research paper. The 10-page Environmental Monitoring research paper will analyze at least one of the air monitoring sites and data and will include additional supporting research as well as background contextual research on the site. The research paper will begin with an outline due week 9, a first draft due week 11, and a final draft due week 15. Blog responses will be required of each student following site visits and assigned readings. Responses don’t have to be long but they should be thoughtful, coherent syntheses of your own personal experiences related to the topic or site.

Examinations, Laboratory/Studio, Library Research – Field research trips are a major component of the course. Everyone will be expected to meet punctually at 9am in front of the Berrie Center on site monitoring days. We will visit the Potter Library together twice during class, but you will need to visit the library and the Writing Center outside of class time as well. All major mapping projects will be started in class but must be finished on your own time. Please allow seven hours per week outside of class to complete your research, writing and projects.

General Education Program Course
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This Living and Learning Community First Year Seminar includes hands-on experiential learning in the form of field research. Students will be fully engaged in analysis of their research while drawing connections in the form of a variety of maps from standard cartographic examples to 3D models.

Writing Intensive (WI) Course
Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during
my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu.

### Weekly Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic, reading assignment</th>
<th>Exam/assignment/paper due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3rd</td>
<td>Introduction, Discussion on the summer reading, mapping summer reading exercise. Summer reading Essay #1 assigned</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Mapping biographical data exercise. Talk on air monitoring data collection, introduction to air monitoring devices</td>
<td>Summer reading essay #1 due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Data collection trip to meadowlands. Independent air monitoring, MERI research library &amp; GIS mapping sessions. Feedback on Summer reading essay #1 delivered via blog. Summer reading essay #2 assigned.</td>
<td>Biographical data map due, Blog response Meadowlands reading due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Air monitoring from Site A (Meadowlands) mapping workshop. Talk on mapping tangible vs anecdotal data.</td>
<td>Summer read essay #2 due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Library research workshop, active mapping exercise: for results of background research on Data Set A conducted in Potter Library. Introduction to research paper and custom library guide</td>
<td>Blog response on library research, Air monitoring reading response due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Data collection trip to Liberty Science Center (site B) Independent air monitoring and workshop with atmospheric scientist at LSC weather station.</td>
<td>Feedback on summer reading essay #2 given online, Research paper outline due</td>
</tr>
<tr>
<td>Week 7</td>
<td>9am-10:30am Advising session, 10:30-11:30 review of Map Data Set A successes. 11:30-12:30 Introduction to workshop to map data set B</td>
<td>Map Data Set A due, Blog response LSC Weather Station due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Workshop to map data set B using online tools for both research and production.</td>
<td>Blog response Citizen Science reading</td>
</tr>
<tr>
<td>Week 9</td>
<td>Data Collection Trip to Lower Manhattan (site C) (Air quality, image &amp; culture, Wind direction) Note how navigational approaches can affect data collection</td>
<td>Map Data Set B due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Workshop to map data set C (three sets plus images) using drawn, collaged, digital or sculptural maps)</td>
<td>Online feedback Site C monitoring and navigation</td>
</tr>
<tr>
<td>Week 11</td>
<td>Workshop for creating luminous mapping display devices</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Data Collection trip to meadowlands for additional research, context, and refined data sets.</td>
<td>Online response to Air Quality reading. Feedback to draft 1 given via blog/email</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving recess</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Site A B and C maps reviewed and analyzed as a group. Presentaiton on research paper revision process. Test-run of site-specific data display device.</td>
<td>Site C maps due</td>
</tr>
<tr>
<td>Week 14</td>
<td>Meadowlands Site- Specific Data Display trip. We will produce a luminous time-based display of air monitoring data in the meadowlands.</td>
<td>Blog response Digital DIY reading</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review of 4 maps, 3 types of research and 5 types of analytical output. Discussion of course experiences, cartography, and applications to liberal arts exploration.</td>
<td>Research paper 2nd Revision Due</td>
</tr>
<tr>
<td>Final Exam</td>
<td>In- Class final</td>
<td>Last day that final paper can be accepted.</td>
</tr>
</tbody>
</table>

Luminous map of air quality by neighborhood designed by The Living
Important Dates
First Day of Classes:  September 2nd
Last day for Schedule Adjustments (on the Web):  September 9th
Last day to withdraw from courses with “W” grade:  October x
Thanksgiving Recess:  Nov 25th – 29th
Reading Day (no classes):  December 15th
Final Exam Week:  December 16th – 22nd
Common Finals:  December 19th
Last day to request “I” grades:  December x
Residence Halls close (6pm):  December x
Final Exam Snow Make-Up Day:  December 23

Grading Policy
Weekly Blog responses 20%
Mapping assignments 35%
Writing Assignments 20%
Final  15%
In-Class participation 10%

Incomplete grades are given only in the case of documented family emergency or documented illness that interferes with your completion of the course. You must submit the required paperwork to me according to the college’s deadline in order to receive an incomplete instead of an F in either of these cases.

Attendance Policy
Students are expected to be present for every class. A student with 3 absences will lose one full letter grade. A student with more than 3 absences will not pass the class. If you miss a class, you are still responsible for handing in the assignment on time. It will be your responsibility to contact me if you want to discuss the class you missed.

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Electronic Forms of Communication
In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Students with Disabilities
If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.
Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

**Academic Integrity Policy**
All members of the community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

**Procedure**

**Responsibilities**
The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

**Criteria**
There are four (4) broad forms of academic dishonesty:

1. **Cheating**
Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:
   - copying from another student’s work;
   - allowing another student to copy his/her work;
   - using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
   - using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
• collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
• taking a test for another person or asking or allowing another to take the student’s own test.

2. **Plagiarism**
Plagiarism occurs when a person represents someone else’s words, ideas, phrases, sentences, or data as one’s own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

• whenever he or she quotes another person’s words directly;
• whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
• whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
• whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the George T. Potter Library Website:
http://www.ramapo.edu/library/citation-help/

3. **Academic Misconduct**
Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

• changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
• stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
• submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
• disregarding policies governing the use of human subjects or animals in research;
• sabotaging another student’s work through actions designed to prevent the
  student from successfully completing an assignment;
• knowingly facilitating a violation of the academic integrity policy by another person.

4. **Fabrication**

Fabrication refers to the deliberate use of invented information or the falsification of
research or other findings with the intent to deceive. Examples of fabrication include, but
are not limited to:

• citing information not taken from the source indicated;
• citing of sources in a “works cited” that were not used in that project;
• altering, stealing, and/or falsifying research data used in research reports,
  theses, or dissertations;
• submitting as one’s own any academic work prepared in whole or in part by
  others, including the use of another’s identity;
• falsifying information or signatures on registration, withdrawal, or other academic
  forms and records.

**Reporting Violations**

To ensure due process, any member of the Ramapo community who is aware of violations
of the College’s academic integrity policy is expected to report the incident to the Office
of the Provost.

Faculty members who choose to resolve the matter themselves are urged also to report
the incident to the Office of the Provost, since the incident may be a repeat offense, or
there may be a subsequent grade appeal.

More details on Ramapo College’s academic integrity policy can be found here:
[http://www.ramapo.edu/catalog-2014-20015/academic-policies](http://www.ramapo.edu/catalog-2014-20015/academic-policies)
Image: Artist Kate McLean