GIS for Emergency Management (MPDM-630)

Dates: 5/22/2017 - 8/19/2017

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Faculty: Alexander Peterson

Contact Information: ap1419@georgetown.edu

Virtual Office Hours: By appointment through Canvas Conferences. Contact me by email to set up an appointment.

COURSE DESCRIPTION

This course is for emergency and disaster management students interested in learning the many facets of Geographic Information Systems (GIS) for emergency management. The unfortunate reality is that emergencies and disasters will continue to proliferate in size, scope, and intensity. More people in diverse geographical contexts will be affected by future emergencies. Given that emergencies are fundamentally spatial in nature, GIS plays a critical role in emergency management. In this course you will learn the conceptual, technological, analytical and representational capacities of GIS as as they apply to the policy and practice of emergency management.

Note that this course is not a comprehensive GIS software training course. Rather, the course has been designed to give you ideas and examples that will show you what GIS is capable of doing for emergency management. You will learn basic geographic data and software skills in order to begin using GIS for emergency management applications. This course will prepare you for further in depth course work on GIS as a standalone subject and/or the application of GIS to your specific emergency management interests.

COURSE LEARNING OBJECTIVES

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

1. Demonstrate knowledge of GIS principles applied to Emergency Management.
2. Discern the components of geographic information fundamentals, GIS software, and application of GIS to each emergency management phase.
3. Develop basic geographic data and software skills in order to begin using GIS for emergency management applications.
4. Identify and explain future trends in GIS for emergency management

REQUIRED READINGS

The following readings are available for purchase from online vendors or use through the Georgetown library.

1. Tomaszewski, Brian. *Geographic Information Systems (GIS) for Disaster Management.* CRC Press. Version Date: 20141014. ISBN-13: 978-1-4822-9970-0
2. ArcGIS Online

COURSE REQUIREMENTS

Technical Requirements

As an online student, your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas

9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course, we will use Zoom, TurnItIn, VoiceThread, and ArcGIS Online.

- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available](#).
- ArcGIS is a tool that allows you to create and share maps, analytics, and data. If you experience problems using ArcGIS Online, contact your instructor.

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](#).

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each new module that is released will open on a Tuesday at 11:59 pm (ET), two weeks before the module formally begins. Students are required to move through each module in sequential order. This course consists of 11 modules..

Student Expectations

At the beginning of each module, preview the module so that you can plan your time accordingly. Take note of the various readings and assignments with their due dates. Notice whether assignments are individual or group assignments so that you allocate time for communication and

collaboration. Be aware that many modules end with a substantive assignment.

Participation is essential to your success in this class. You are expected to engage actively in discussion boards, complete all module activities, and collaborate on group and class assignments. The quality of your participation does contribute to your grade in this course.

Present yourself as the professional you are or aspire to be. Do good work, proofread what you write, and communicate respectfully. Remember, your classmates are your future colleagues.

As a Georgetown University graduate student, you are expected to put forth your best efforts in completing the course readings, assignments, and activities.

Time Expectations

Our online classes are designed to meet the same time requirements as our place-based (face-to-face) courses. For a 3-credit, 13-week course, students should expect to spend approximately 10-12 hours per week participating in the course and completing all course assignments.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Georgetown Honor Code.

The Honor Code pledge follows:

> In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

COURSE ACTIVITIES AND ASSIGNMENTS

Each module includes readings and other materials, discussion boards for engaging with your peers around the course content, and assignments that provide an opportunity to apply your newly acquired knowledge and practice important skills.

You are expected to participate in all course-related activities.

There are seven synchronous sessions planned for this course: beginning with an orientation session near the beginning of the course. Additional synchronous sessions may be added to accommodate guest speakers. Synchronous sessions will be recorded, and students who are unable to attend the live session are required to view the recording. Dates and time of synchronous sessions will be announced through Canvas. Students must notify me in advance if they are unable to attend a synchronous session, and they may be given an alternate required assignment.

Written work is due by the assigned due date on Canvas. You must submit your weekly written assignment online by the time assigned in Canvas; do not send your papers to other personal or professional email addresses. Follow-ups and class participation is contingent on the timely submission of your initial responses.

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Note that discussions typically have two due dates: a date for the initial post, and a date for replies to classmates. Only the initial post due date is set in Canvas to appear on the calendar. The response due date is included in the discussion board instructions. You are responsible for meeting both due dates.

All written submissions should be Times New Roman 12-point font, double-spaced, with one-inch margins. Reference lists do not count toward page requirements. All written assignments should conform to **APA style guide**.

Late Submission Policy:

Work is due by the due dates set in Canvas.

If you have extenuating circumstances, please speak with me as soon as possible, and always in advance of the deadline. Turning in work late, even with instructor approval, may result in a reduction of your grade.

Assignments

There are a variety of assignments in this course, including reading notes, discussions, and papers and written assignments. All of these assignments are explained in detail within the Canvas platform. You will also find the corresponding grading rubric under the assignment instructions; for discussion boards, click on the gear icon to view the rubric.

Group 1: (15% of your grade)

Due: Modules 3(x2), 5, 6, 7

Brief discussions or explanations of module topics.

Group 2: 20% of your grade)

Due: Modules 4(x2), 6, 7, 9, 11

Discussions or explanations of module topics.

VoiceThread Assignments: (20% of your grade)

Due: Modules 1, 2, 5, 6, 7, 10

Voice or video recording assignments that do into depth in discussion.

Writing Assignments: (30% of your grade)

Due: Modules 1, 2, 3, 4, 6, 7, 9, 10

In-depth writing assignments related to module and/or course content.

Final Essay: (15% of your grade)

Due: Modules 11

Final writing assessment reflecting on the future and research of GIS in Emergency and disaster management.

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

Georgetown Library Citation Guide

APA Style Guidebook

GRADING

Graduate course grades include A, A-, B+, B, B-, C and F. **There are no grades of C+, C- or D.**

Please reference the below grading scale:

A: 95-100%

A-: 90-94%

B+: 87-89%

B: 83-86%

B-: 80-82%

C: 70-79%

F: 69% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Tools Accessibility

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility for each tool, please see the following technology pages.

Canvas

- Canvas accessibility page

TurnItIn

- TurnItIn accessibility page

Voicethread

- [Voicethread accessibility page for the web app](#)
- [Voicethread accessibility page for the mobile app](#)
- Note: Students who are using screen readers may wish to [make Voicethread Universal their default viewer](#)

Zoom

- [Zoom accessibility page](#)
- Zoom is used for live video conferences.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **[Academic Resource Center](#)**
- 202-687-8354 | arc@georgetown.edu

- **[Counseling and Psychiatric Services](#)**
- 202-687-6985

- **[Institutional Diversity, Equity & Affirmative Action (IDEAA)](#)**
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing

function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide

The EDM program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course, we will use Zoom, VoiceThread, and TurnItIn:

- Technical support for Zoom is available on an external website.
- Technical support for VoiceThread is available at the VoiceThread website.
- Technical support for Turnitin is available at the Turnitin website.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Graduate Professional Studies Student Handbook. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

Communication with Peers

You will be expected to communicate with your peers via the discussion board and VoiceThread.

Notifications

In this course, we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum question forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Questions Discussion Board Forum, which you can access from the landing page. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 48 hours. Please allow at least 72 hours for assessment submission feedback.