

**Basic Course Information**

Semester	<b>Fall 2015</b>	Instructor Name	<b>Robert Malek</b>
Course Title & #	<b>Fire 100 Fire and Emergency Services Orientation and Terminology</b>	Email	<b>Robert.malek@imperial.edu</b>
CRN #	<b>10830</b>	Webpage (optional)	
Room	<b>3204</b>	Office	<b>Room 809</b>
Class Dates	<b>Aug 17- Dec 7, 2015</b>	Office Hours	<b>n/a for part-time faculty</b>
Class Days	<b>Monday</b>	Office Phone #	<b>760 897-9749</b>
Class Times Units	<b>0630pm-0940pm 3 Units</b>	Office contact if student will be out or emergency	<b>Sara Wheat 760 355-6483 or by emailing me</b>

**Course Description**

This course is an introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection; organization and function of public and private fire protection services; fire department as a part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and an introduction to fire strategy and tactics.

**Student Learning Outcomes**

1. Describe the scope and content of fire technology curriculum, career potential assessment, affirmative action, equal employment opportunity commission, available training programs, and personnel development programs.
2. Explain Public and private fire protection careers.
3. Understand the history of fire protection, fire losses, the purpose and scope of fire agencies, and defense planning.
4. Explain the types of organizations, advisory and regulatory agencies, private fire suppression organizations, and proprietary services.
5. Describe the characteristics and behavior of fire.
6. Understand the different department facilities, types of apparatus and their functions, equipment and tools carried on apparatus, and personal safety equipment.

## Course Objectives

1. Define and describe the fire prevention personnel and positions, responsibilities of the Fire Prevention Bureau, company inspection programs, and fire information reporting systems.
2. Explain the need for operational functions of a fire department.
3. Define how the concepts of fire prevention personnel and positions, responsibilities of the Fire Prevention Bureau, company inspection programs, and fire information reporting systems affect strategic and tactical decision making.
4. Describe and evaluate training as it pertains to personnel and positions, skill development and maintenance, and performance standards.
5. Validate the need for codes and ordinances, including federal, state, and local, the responsibility for enforcement, the relationship of codes and standards, and the relationship of federal, state, and local regulations.
6. Explain the difference between public and private fire protection systems and extinguishing agents.
7. Explain the importance of emergency incident management, including strategy development, relationship of strategy to tactics, and incident command systems.

**The objectives in this course align with the Fire and Emergency Services Higher Education (FESHE) Initiatives, as well as FESHE course objectives; What is FESHE?** Working with coordinators of two- and four-year academic fire and emergency medical services (EMS) degree programs, the U. S. Fire Administration's National Fire Academy (NFA) has established the FESHE network of emergency services-related education and training providers. The FESHE mission is to:

*Establish an organization of post-secondary institutions to promote higher education and to enhance the recognition of the fire and emergency services as profession to reduce loss of life and property from fire and other hazards.*

The initiatives are supported by solutions identified from other industries that could be applied to fire and emergency services.

## Textbooks & Other Resources or Links

**Text: IFSTA; Fire and Emergency Services Orientation and Terminology, Fifth Edition; Published by the International Fire Service Training Association (IFSTA)**

## Course Requirements and Instructional Methods

Students MUST complete the current version of the following courses even if they took an older version.

## **Assignments**

Students will complete the following assignment activities. When completing your written assignments in either Microsoft Word or rich text format (using Times New Roman size 12 font ONLY) – not Word Perfect, use APA CITED textbook concepts to analyze the disaster response issues. If you just complete the assignments in broad terms without applying text concepts using APA citations, your grade will be significantly lower. While older sources are fine, students must include the required number of citations from the textbook and more current sources.

**APA Citations:** APA citations are required for assignments. Please ensure you're familiar with the process for correctly citing sources in your course submissions.

I strongly recommend students review a grammar/writing guide prior to submitting assignments. My goal is assignments will be reviewed and grades posted within 24 hours of their submission. Assignments submitted late will have a 10 % penalty assessed for each week late. Cover, reference, appendix, and table pages **DO NOT** count towards the page length requirements. There is **NO** extra credit or makeup assignments offered in the course, so every assignment contributes to students' final course grades. Assignments **MUST** be posted to the BB site and do **NOT** get course messaged to me. I do not want a “backup” copy sent to me. Use Blackboard only – thanks!

**Research Paper:**  
**DUE DATE: September 28**

**100 Points**

Prepare a five-page (double-spaced) describing current activities or changes in operations in fire service agencies from research of trade-technical magazines and analyze their effects on the fire department. This assignment will ensure you become the subject matter expert on this element of the course curriculum.

**Mid-term Exam (Chapter 1 - 5):**  
**September 28**

**120 Points**

Complete the multiple choice.

**Final Research:**  
**DUE DATE: November 30**

**100 Points**

Prepare a five-page (double-spaced) paper discussing how fire administration effects personnel and functions of the department? How are relationships of fire department with other agencies? Why are rules and regulations important and how are they applied in the fire service. Please utilize at least five text citations and five citations from other sources (published after Jan. 2010) to support the discussion of the topic. Using headers to break up the various section of this assignment is **MANDATORY**.

**Final Exam (Chapters 1 - 10):**  
**DUE DATE: December 7**

**200 Points**

Complete the multiple choice final exam

**Prerequisite knowledge:**

None

**Instructors Plan for Classroom response time and feedback on assignments:**

Please note that you will receive a response/feedback within 24 hours after having posted your question in the “Ask the Instructor” Discussion Board. For a faster response please email me at Robert.malek@imperial.edu.

**Course Grading Based on Course Objectives**

**Grading scale:** A = 1000 to 900 points; B = 899 to 800 points; C = 799 to 700 points; and F = 699 to 0 points.

**Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

**Online Classroom Etiquette**

Welcome to the world of online courses. This may be your first experience taking web-based courses, you may have some experience, or you may have taken a number of courses previously. Online learning is a form of social interaction, and as such, it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment.

***Disembodied Discussions***

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

***Tone Down Your Language***

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

### ***Test For Clarity***

Messages may often appear perfectly clear to you as the student but turn out to be confusing by another reader.

One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

### **Academic Honesty**

- **Plagiarism** is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to ‘cite a source’ correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Help – Discretionary Section and Language**

- **Blackboard** support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### **Anticipated Class Schedule / Calendar**

#### **Week 1 Aug 17**

Course Introductions / Syllabus Review

#### **Complete Assignment 1**

Write a one page paper single space by answering the following questions.

1. Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service.
2. Identify fire protection and emergency-service careers in both the public and private sector.
3. Recognize the components of career preparation and goal setting.
4. Describe the importance of wellness and fitness as it relates to emergency services.

In order to answer these questions please interview a person that is working for a Fire Department. Please call and speak with the officer in charge. When calling identify yourself, let them know that you have a class assignment (explain assignment), and request permission to interview one of their Firefighter's. Please conduct yourself in a professional manner as you are representing Imperial Valley College.

#### **Week 2 Aug 24**

Readings – Chapter 1

**Complete Assignment 2** Write a one page paper single space by answering the following questions.

Assignment 2- Go to your local Fire Department and complete the following:

1. Develop an organizational chart for that Fire Department.
2. List all job titles including special training jobs that your Fire Department may have (in your own words please tell us about each position)
3. List all fire apparatus and their function on the fire scene.

### **Week 3 Aug 31**

#### **Census Roster Due**

Readings- Chapter 2

#### **Complete Assignment 3**

Write a two page paper double spaced answering the following key points. Please use the internet for your research.

1. Describe the early history of fire services.
2. Discuss fire protection in early America.
3. Describe early American fire equipment.
4. Explain how the modern-day philosophy of firefighter safety is impacted by historic fires in North America.
5. Illustrate and explain the history and culture of the fire service.

### **Week 4 No Class Sept 7**

#### **Week 5 Sept 14**

Readings – Chapter 3

#### **Quiz 1**

#### **Complete Assignment 4**

Write a one page paper, single space answering the following questions.

Identify and explain the components of fire prevention including code enforcement, public information, and public and private fire protection systems.

### **Week 6 Sept 21**

Readings – Chapter 4**Complete Assignment 5**

Please research questions below on the internet and also interview a Firefighter and get their real life experience in regards to the following questions.

1. Discuss the four aspects of fire extinguishment theory.
2. Define the five main classifications of fires.
3. Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the

main factors that influence fire spread and fire behavior.

**Week 7 Sept 28**

Readings – Chapter 4

**DUE DATE: September 28**

Prepare a five-page (double-spaced) describing current activities or changes in operations in fire service agencies from research of trade-technical magazines and analyze their effects on the fire department. This assignment will ensure you become the subject matter expert on this element of the course curriculum.

**Week 8 Oct 5**

Readings – Chapter 5

**Week 9 Oct 12**

Readings – Chapter 6

**Quiz 2**

**Week 10 Oct 19**

Readings – Chapter 7

**Week 11 Oct 26**

Readings – Chapter 8

**Quiz 3**

**Week 12 Nov 2**

Readings – Chapter 9

**Week 13 Nov 9**

Readings – Chapter 9

**Week 14 Nov 16**

Readings – Chapter 10

**Quiz 4**

**Week 15 Nov 23**

**NO SCHOOL**

Research Paper Due

**Week 16 NOV 30**

Research Paper Due

Final Test Review

**Week 17**

Final Exam