Basic Course Information

Semester:	**Fall 2020**	Instructor Name:	**Robert Malek**
Course Title & #:	Fire 100 Fire and Emergency Services Orientation and Terminology	Email:	**Robert.malek@imperial.edu**
CRN #:	**11451**	Webpage (optional):	**N/A**
Classroom:	**Online**	Office #:	
Class Dates:	**08/17/20-12/12/20**	Office Hours:	**N/A**
Class Days:	**Online**	Office Phone #:	**760-897-9749**
Class Times:	Online	Emergency Contact:	
Units:	3		

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.

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

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?
1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

> <u>Guidelines for using parking WIFI:</u>
> -Park in every other space (empty space BETWEEN vehicles)
> -Must have facemask available
> -For best reception park near buildings
> -Only park at marked student spaces
> -Only owners of a valid disabled placard may use disabled parking spaces
> -Only members of the same household in each vehicle
> -Occupants **MUST** remain in vehicles
> -Restrooms and other on-campus services <u>not</u> available
> -College campus safety will monitor the parking lot
> -Student code of conduct and all other parking guidelines are in effect
> -Please do not leave any trash behind
> **-<u>No parking permit required</u>**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

<u>Assignment</u>

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.

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 Canvas Site and do NOT get course messaged to me. I do not want a "backup" copy sent to me. Use Canvas site only – Thanks

Research Paper 1: 100 Points
DUE DATE: 09/06/20

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

(This may not be accomplished do to current status of the Pandemic so please call your local fire department to complete this assignment)
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.
   Use headers to break up the various section of this assignment is MANDATORY.

Mid-term Exam (Chapter 1 - 5) 100 Points

DUE DATE: No later than 10/5/20- 10/11/20

(Found in tab labeled Test and Quizzes)

Complete the multiple choice, true/ false, and essay mid-term exam.

Final Exam (Chapters 1 - 10): 100 Points

DUE DATE: 12/07/20- 12/12/20

Complete the multiple choice, true/ false, and essay final exam

Discussion Forums (# = 5 @ 30 points each) 150 Points

(Found in the tab labeled Discussion Board)

This is a two paragraph (using CITED text concepts) reply to the discussion topic. The objective is increased student interaction/ communication discussing about Building Construction, as it relates the fire service. Discussion forum deadlines will be posted, and there will be zero credit for replying once the discussion session has ended. There are two extra Discussion Boards in case you missed a discussion and don't want to miss out on points. The first Discussion Board includes a self-introduction component so that students get to know each other.

Journal Entry Chapter Summaries are mandatory non-credit assignments. Although no credit is given, 3 points will be deducted for each journal entry not completed

Quizzes (Chapter 1-10) 100 Points

Minimum technical skills expected:

As an online student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or on-line program should be comfortable with and possess the following skill sets:

1. Self-discipline
2. Problem solving skills

3. Critical thinking skills

4. Enjoy communication in the written word

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

1. Communicate via email including sending attachments

2. Navigate the World Wide Web using a Web browser such as Internet Explorer

3. Use office applications such as Microsoft Office (or similar) to create documents

4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site

5. Be comfortable uploading and downloading saved files

6. Have easy access to the Internet

Announcement:

In the announcement section you will my "Welcome/Self-Introduction". All upcoming events will be posted on a weekly basis, or as needed. Please be vigilant and monitor this section.

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 feel free to text me at 760 760-897-9749.

Course Grading

Course Grading Based on Course Objectives

Grading scale: **A = 550 to 500 points; B = 499 to 450 points; C = 449 to 400 points; and F = 399 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 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.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?
Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) **Be RESPECTFUL**
   a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
   a. People walking around and pets barking can be a distraction.
3) **EAT AT A DIFFERENT TIME.**
   a. Crunching food or chugging drinks is distracting for others.
   b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
   a. It is hard to see you in dim lighting so find a location with light.
   b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.
5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
   a. If you are using the camera, show your face; it helps others see your non-verbal cues.
   b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
6) **Be READY TO LEARN AND PAY ATTENTION**
   a. Catch up on other emails or other work later.
   b. If you are Zooming, silence your phone and put it away.
   c. If you are in a room with a TV – turn it off.
7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

    a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) **REMEMBER TO UNMUTE WHEN SPEAKING**
    a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
    b. Do not speak when someone else is speaking.

9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
    a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
    b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
    a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- 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 plagiarizing 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 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.

How do I show academic honesty and integrity in an online "classroom"?
- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:
- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: https://forms.imperial.edu/view.php?id=150958

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. When Campus is

open, the DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them 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.

- **Student Health Center**. A Student Health Nurse is available on campus. But you must make an appointment. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

 The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight

surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?
We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.
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. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor. 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 One – Due Date: Sunday 08/30/20
Course Introductions / Group Assignments / Syllabus Review / Canvas Familiarization

Week 3 Due Date: Sunday 09/13/20
Review-PowerPoint Chapter 1
Discussion Board One
Research Paper 1 Due 09/20
Readings – Chapter 1Assignment- Call 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 5 Due Date: 09/20/20
Take Quiz 1 Chapter 1
Review- PowerPoint Chapter 2
Readings- Chapter 2

Week 6 Due Date: 09/27/20
Take Quiz 2 Chapter 2
Review-PowerPoint Chapter 3
Discussion Board Two
Readings – Chapter 3

Week 7 Due Date: Sunday 10/11/20
Take Quiz 3 Chapter 3
Review- PowerPoint Chapter 4
Readings – Chapter 4

Week 9 Due Date: Sunday 10/18/20
Take Quiz 4 & 5
Review-PowerPoint Chapter 5
Readings – Chapter 5
Discussion Board Three
Mid-Term-Chapter 1-5 Exam Due 10/19/20-10/25/20

Week 11 Due Date: Sunday 11/01/20
Take Quiz 6 Chapter 6
Review-PowerPoint Chapter 6
Readings – Chapter 6
Discussion Board four

Week 13 Due Date: Sunday 11/15/20
Take Quiz 7-8 Chapter 7-8
Review-PowerPoint Chapter 7-8
Readings – Chapter 7-8
No Discussion Due

Week 15 Due Date: 1/20
Take Quiz 9 Chapter 9
Review-PowerPoint Chapter 9
Readings – Chapter 9
Discussion Board five

Week 17 Due Date: Friday 12/06/20
Take Quiz 10 Chapter 10
Review-PowerPoint Chapter 10
Readings – Chapter 10
Instructor Evaluation
Final Exam 12/12/20

Tentative, subject to change without prior notice