

CFAES SCHOOL OF ENVIRONMENT & NATURAL RESOURCES

ENR 1100

Environment and Natural Resources Survey

Autumn 23 (full term)

1 credit hour

<http://senr.osu.edu/undergraduate>

COURSE OVERVIEW

LECTURE INSTRUCTOR:

Esther DeBusk

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Undergraduate Recruitment and Student Engagement Manager

go.osu.edu/meetwithesther

RECITATION INSTRUCTORS:

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Academic Advisor

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Academic Advisor

ADDITIONAL ADVISING AND ACADEMIC STAFF:

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Academic Program Director

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Academic Advisor

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Career Advisor

Schedule an Academic Advising appointment here: <https://go.osu.edu/senracademicadvising>

Schedule a Career Advising appointment here: <https://go.osu.edu/senrcareeradvising>

Or call 614-292-2265

PREREQUISITES

None

COURSE DESCRIPTION

Survey course for new SENR students. This course is designed to provide foundational academic and career resources for students as they begin their academic career at Ohio State. Students will learn about academic resources and requirements; university procedures, grading system; student rights and responsibilities; overview of academic areas of study; career and major exploration; job searching and internships.

LEARNING OBJECTIVES:

In this course, students will:

- Academics:
 - Clarify major choice and course of study
 - Understand pertinent academic and degree requirements and develop long-term degree planning resources
 - Become familiar with the academic policies and procedures governing University life
- Career:
 - Explore both career and advanced study opportunities in environment and natural resources areas
 - Begin career development planning
- Deepen understanding of wellness, resilience, and thriving in the college environment
- Get to know the people, places, and resources available for all SENR students
- Develop “core human skills” (see last page) for lifelong learning and engagement

LECTURES:

Mondays, 4:10-5:05, Kottman 103

RECITATION TIMES:

You will be registered for a specific recitation time throughout the semester. You are expected to attend the recitation you are registered for and cannot mix and match the times.

First Years:

11:30AM-12:25PM Kottman 104
4:10-5:05PM in Kottman 103
Instructor: Pallavi Chandna

Transfers:

12:40-1:35PM Kottman 104
Instructor: Katy Scott

COURSE MATERIALS:

Provided on Carmen, no purchased materials are necessary.

COURSE SCHEDULE

| Week | Meeting Date | Weekly Topics All readings and assignments are available on Carmen | Due this week |
|------|---------------|---|--|
| 1 | 8/21 | Pre-Convocation | |
| | 8/23 | Recitation Introductions, Peer Leader Advice for the First Weeks | |
| 2 | 8/28 | Welcome to SENR with Interim Director Haab & Dean Kress, Lecture Introductions, Syllabus & Course Overview | <i>Introductions Discussion Post and (Extra credit) Response</i> |
| | THURSDAY 8/31 | No class meeting on Wednesday, attend CFAES Back to School Bash on Thursday 8/31 in place of Wednesday meeting. CFAES Back to School Bash (on 8/31) takes place outside of Kottman from 4-7pm. <i>You do not need to stay for the whole event, just come at some point and make sure to sign in at the front.</i> | |
| 3 | 9/4 | No Class Meeting, Labor Day | |
| | 9/6 | Academic & Degree Planning: Degree Planning Tools (<i>bring a device</i>) | <i>Major & Career Exploration Survey</i> |
| 4 | 9/11 | Major & Career Exploration, RIASEC & Career Myths <i>Stone Lab pre-trip meeting after class</i> | <i>FOCUS 2 Assessment Submission</i> <i>Attend Internship Poster Forum Kottman Lobby 1:30-4:30 (Extra credit for reflection assignment)</i> |
| | 9/13 | Academic & Degree Planning: 2-Year Plan Overview (<i>bring a device</i>) | <i>Internship Poster Forum Reflection (Extra credit)</i> |
| 5 | 9/18 | Academic & Degree Planning: 2-Year Plan Workshop (<i>bring a device</i>) | |
| | 9/20 | Academic & Degree Planning: Policies | |
| 6 | 9/25 | Natural Science Majors Overview | |
| | 9/27 | Natural Science Continued, Student Panels | |
| 7 | 10/2 | Social Science Majors Overview | <i>Career Fair Reflection (Extra credit)</i> |
| | 10/4 | Social Science Continued, Student Panels | |
| 8 | 10/9 | Academic and Degree Planning: Schedule Planner, Academic Integrity | <i>Advisor Check-In Meeting</i> |
| | 10/11 | 2-Year Plan Drop-In | <i>Academic Integrity Review</i> |
| 9 | 10/16 | Resilience and wellness in college | <i>Two-Year Academic Plan</i> |
| | 10/18 | Academic Enhancements | |

| | | | |
|--------------------|-------|--|--|
| 10 | 10/23 | Environmental Justice | Resilience Reflection |
| | 10/25 | DEI in Environment & Sustainability | |
| 11 | 10/30 | Environment, Natural Resources, and Sustainability in Columbus | |
| | 11/1 | Climate Cafe | |
| 12 | 11/6 | Career Planning & Tools Part 1: Resumes & Marketability | |
| | 11/8 | Career Tools Part 2: Online Platforms & Job Searching | |
| 13 | 11/13 | Career Tools Part 3: Student Panel | Resume Submission |
| | 11/15 | Career Tools Part 4: Planning | Handshake & LinkedIn Assignment |
| 14 | 11/20 | Major Group Meetings | Career Outline |
| | 11/22 | No class, Thanksgiving break | |
| 15 | 11/27 | No class meeting | |
| | 11/29 | No class meeting | |
| 16 | 12/4 | No class meeting | |
| Finals week | 12/15 | | Career Outline Meetings Complete |

ASSIGNMENTS:

Note: Assignments are due **at midnight on the stated due date unless otherwise noted. Please see the description of assignments on Carmen for full details on how to complete the items below!*

| ASSIGNMENTS, QUIZZES, AND SURVEYS | | |
|---|---|---------------|
| Title | Due Date | Points |
| Introductions Discussion Post (+ Extra Credit Response) | 8/28 | 3 |
| Career Survey | 9/6 | 2 |
| Focus 2 Assessment Submission | 9/11 | 3 |
| Majors & Mingling Attendance | Date for your major | 2 |
| Two-Year Plan Advisor Meeting | 9/20-10/9 | 5 |
| Academic Integrity Review | 10/11 | 10 |
| Two-Year Academic Plan | 10/16 | 25 |
| Resilience Reflection | 10/23 | 5 |
| Resume Submission | 11/13 | 6 |
| Handshake & LinkedIn Assignment | 11/15 | 4 |
| Career Outline | 11/20 | 20 |
| Career Outline Review Meeting | Complete between 11/22 and 12/15 | 10 |
| 1100 Field Trip | Complete before the end of the semester | 5 |

| | | |
|---|---------|---------------------------|
| Total | | 100 |
| | | |
| EXTRA CREDIT ASSIGNMENTS | | |
| Internship Poster Forum (Event on 9/11) | 9/13 | 3 |
| Career Fair Attendance (Event on 9/28) | 10/2 | 5 |
| EPN Attendance | Ongoing | 2 per attendance, up to 4 |

GRADING SCALE

| | | |
|-------------|--------------|--------------|
| 93–100: A | 80–82.9: B- | 67 –69.9: D+ |
| 90–92.9: A- | 77–79.9: C+ | 60 –66.9: D |
| 87–89.9: B+ | 73–76.9: C | Below 60: E |
| 83–86.9: B | 70 –72.9: C- | |

INSTRUCTOR FEEDBACK AND RESPONSE TIME

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **14 days**.
- **Email:** Instructors will reply to emails within **two work days (on days when class is in session at the university.)**

LATE WORK POLICY

Students may submit assignments after their due date, but they will incur a penalty. The maximum grade of assignments will decrease by 5% for each day late, including weekends. If an assignment is late due to an emergency or a reason given previously for an excused absence (illnesses, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with the instructors), please reach out to the instructors to regarding flexibility of the late work policy.

POLICIES AND IMPORTANT INFORMATION

COMMITMENT TO AN ENGAGED, DIVERSE, AND INCLUSIVE LEARNING ENVIRONMENT*

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize an individual or group. Participants therefore will:

- Arrive on time and remain for the duration of the class
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present

- Contribute to the learning of one another in the course by being prepared for class experiences and engaging in and contributing to the learning in the course

This class has been designed with the intention to serve students from all diverse backgrounds and perspectives, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. The course materials and activities are designed to be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Feedback related to making this course more inclusive is encouraged and valued. Please let instructors know if you have thoughts on how we might improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any class meetings conflict with religious events, please let instructors know so that we can make arrangements for you.

[* Adapted from Holley Belch, Michael C. Young, and Susan R. Jones]

LAND ACKNOWLEDGEMENT

We Are Guests on This Land

The School of Environment and Natural Resources holds great respect for the land and original peoples of the area where our campus is located. The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As we strive to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect Indigenous peoples, we recognize that we are visitors and hope to become gracious guests that honor Indigenous past, present, and future.

We also explicitly recognize that this acknowledgement is only a small step in assuming the responsibilities and obligations of being honorable guests that include research, reflection, and developing relationships of reciprocity with Indian peoples.

Through our teaching, research, and outreach endeavors we commit to justice in all its forms, including working to deconstruct colonial ideologies of the superiority and privilege of Western thought and approaches.

To learn more about tribal connections to the lands on which we find ourselves, the dispossession of lands and removal of Native Americans and Indigenous peoples, and ways to connect with tribal partners today in efforts that move beyond land acknowledgements, visit the following resources:

- [Native Land](#) – Discover tribal connections to the land you are on
- [Land-Grab Universities](#) - Discover the role of land-grant institutions like The Ohio State University in profiting from the dispossession and selling of Native lands
- [Grappling with the Land Grant Truth – OSU Inspire Podcast](#)

- [Native Land](#) Beyond A Land Acknowledgement Panel – Listen to ideas shared by Native and Indigenous scholars at OSU about how to honor Native peoples through direct action
- [OSU's Multicultural Center – Native American/Indigenous Community](#) – Connect with students, faculty, and staff who foster a supportive campus environment, affirming of the traditions and cultures of Native peoples.
- [Moving Beyond Land Acknowledgements – StudentAffairsNow.com Podcast](#)

ATTENDANCE AND PARTICIPATION POLICY

Attendance and participation requirements: Similar to other University courses, attendance is expected. Therefore, students are responsible for knowing any changes to the syllabus, for all information presented and discussed in class, for announcements made in class, for materials distributed in class, and for classroom exercises and assignments. **Students are allowed three unexcused absences for the semester.** Any additional unexcused absences will result in a decrease of one letter grade in the course. Excused absences include illnesses, accommodations set up through Student Life Disability Services, serious family emergencies, or other situations discussed with the instructors.

Unless stated otherwise, attendance is collected through short Carmen quizzes administered during class.

Attendance and participation requirements:

- In-person lectures and recitations: **REQUIRED**
 - All lectures and recitations for this course are required as in-person attendance. Failure to attend recitation sessions may affect your final grade in the course. Students are allowed three unexcused absences, but each subsequent unexcused absence will lower their final grade in the class by a full letter grade (ex: A to A-)
 - Types of absences:
 - **Excused:** students with excused absences do not need to make up class content but are encouraged to do so to not fall behind in the course. Excused absences include illnesses, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with Esther. Please reach out to Esther or your recitation instructor to let them know about your excused absence.
 - **Unexcused:** students are unable to make up points from missed classes.

Should in-person classes be canceled, we will meet virtually via Zoom during our regularly scheduled time. I will share any updates via Carmen.

POLICIES FOR THIS COURSE

- **Assignments and quizzes:** You must complete course content yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Writing style:** The majority of writing in this course is reflective in nature. There is no need to write as if you were writing a research paper, but please use good grammar, spelling, and punctuation. A more conversational tone is fine for reflective writing.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with Esther.

- **Collaboration and informal peer-review:** While study groups and peer-review of written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If instructors suspect that a student has committed academic misconduct in this course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact course instructors.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

COPYRIGHT DISCLAIMER

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

STATEMENT ON TITLE IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting

the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

YOUR MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

REQUESTING ACCOMMODATIONS

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic,-or temporary medical conditions), please let instructors know immediately so that we can privately discuss options. To establish reasonable accommodations, instructors may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let instructors know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, instructors may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.”

COURSE TECHNOLOGY

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required Technology skills specific to this course

- Potentially: [CarmenZoom virtual meetings](#)

Required equipment

- Computer: current Mac or PC with high-speed internet connection

- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

ACCESSIBILITY OF COURSE TECHNOLOGY

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- [CarmenZoom accessibility](#)

A WORD OR TWO ON THE CORE HUMAN SKILLS

Important Questions:

What is the purpose of a university education? Why are you here at Ohio State? What do you hope to gain from your experiences – both in and outside of the classroom? How will you grow as a person? What are the hallmarks of an educated mind? Is college an investment or an end in and of itself? Or both?

These and many other questions can be asked as you embark on your academic journey here at Ohio State and more specifically as a student within the College of Food, Agricultural, and Environmental Sciences. We promise that your learning opportunities will be built on “**student-centered learning initiatives**” and “**real world**” experiences. You will have faculty, staff, and student mentors who will help shape your experiences. Your education will be “value added” as you learn more than just knowledge and application but also master transferable skills that will benefit you for a lifetime.

As a lifelong learner, you are responsible for all aspects of your education. It is critical to cultivate an area of expertise, grow in your personal leadership and develop strong interpersonal skills. The knowledge, skills and abilities you develop are important for your career and to your future employers. A recent survey asked employers of students from food, agricultural and natural resources majors what they seek in new graduates? What skills will help new graduates perform well on the job and foster career advancement? Based on an August 2011 joint study with the Association of Public and Land-Grant

Universities (APLU) ^[1] and the University Industry Consortium (UIC), these “Core Human Skills” essential for long-term success are as follows:

CORE HUMAN SKILLS

- Communication Skills
- Decision Making/Problem Solving Skills
- Self-Management Skills
- Teamwork Skills
- Professionalism Skills
- Experiential Learning
- Leadership Skills

To this end, your assignments and classroom experiences in this very first, foundational course have been chosen and developed to begin you on this path towards excellence and will assure that you get the most of your investment – lifelong opportunity. This is just a starting point – you have years in front of you to hone these skills, but we hope that you examine all of your Ohio State experiences as ways to further develop these critical skills. Although not all of these skills are expected to be encountered at once or developed through a finite number of assignments linked to this single course, integration of these ideals is at the forefront of our thinking in developing not just this course but your entire experience as a student in our College.¹

[1] Crawford et al. 2011 Comparative Analysis of Soft Skills: What is Important for New Graduates (<http://www.aplu.org/document.doc?id=3414>)