INSTRUCTOR: Esther DeBusk, M.A.
210A Kottman Hall
debusk.5@osu.edu
Office Hours, Thursdays 3-5pm in 210A Kottman
For appointments with Esther, call 614-292-2265.

LECTURES: Mondays, 4:10 – 5:05 p.m., Kottman Hall 103
RECITATIONS: Wednesdays, 4:10 – 5:05 p.m., Howlett Hall 164 (unless otherwise noted)

Peer Mentors: Kate Gorman.194, FFW, Peer Mentor President
Jayson Velazquez.48, EEDS
Sam Finnerty.43, EnvSci
Connor Lemons.35, EPDM
Johnathan King.2348, EnvSci

LEARNING OBJECTIVES: In this course, students will:

- Develop “core human skills” (see last page) for lifelong learning and engagement
- Become familiar with the academic policies and procedures governing University life
- Learn about and utilize various resources and services available in SENR and the University
- Explore both career and advanced study opportunities in environment and natural resources
- Understand pertinent academic and degree requirements and develop long-term degree planning
- Acquire strategies for successful transition into and active participation in the University community

Course Materials: Provided on Carmen

Policies and Important Information

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 class
- Refrain from conducting private conversations in class
• Refrain from using laptops, cell phones, tablets, or other electronic devices unless otherwise directed by the instructor
• Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present
• Show respect of others in the course through listening effectively and responding thoughtfully and sensitively
• Contribute to the learning of one another in the course by being prepared for class 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. Suggestions are encouraged and appreciated. Please let Esther know ways to 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 Esther know so that we can make arrangements for you.

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

**Attendance Policy**
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 one unexcused absence for the semester. Any additional unexcused absences will result in the decrease of one letter grade in the course.

**Academic Misconduct**
Students are reminded that academic misconduct is a violation of the code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as *any activity that tends to compromise the academic integrity of the institution, or subvert the educational process*. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus. Please maintain academic integrity and professionalism.

**Late Work Policy**
Students may submit assignments after their due date, but they will incur a penalty. For assignments turned in late, but within one week of the due date, students will receive a 10% grade reduction for the assignment. Assignments turned in more than one week after the due date will incur a 20% penalty. Students should submit late work to the assignment’s drop-box on Carmen and send an email to Esther (debusk.5@osu.edu) notifying that the assignment has been submitted. *This policy does not apply to the Internship Forum Review assignment or to the mid-term.*

**Office of Disability Services notice**
Any student who feels they may need an accommodation based on the impact of a disability is encouraged to register with the Office of Disability Services (ODS) and reach out to the course instructor individually to discuss specific needs and accommodations. Students are responsible for proactive communication regarding these accommodations and retroactive accommodations may not be possible. ODS is located in Baker East and can be contacted at (614) 292-3307 (voice), (614) 292-0900 (TDD) and online at www.osu.edu/units/ods.
Assignments:
*Note: This is a summary. Assignments are due before class, unless otherwise stated. Please see the description of assignments for full details on how to complete the items below!

Assignment: | Points | DUE DATE:  
--- | --- | ---  
Autobiography | 10 | August 29th, due at 4:00 p.m.  
RIASEC Assessment | 5 | September 5th, due at 4:00 p.m.  
Two Year Academic Plan | 30 | October 1st, hard copy due in class  
Academic Integrity Carmen Assignment | 10 | October 3rd, due at 4:00 p.m.  
Career Development Plan | 15 | October 29th, due at 4:00 p.m.  
Mid-term Exam | 25 | Available October 31st after class  
Internship Forum reviews | 10 | November 7, in class activity  
Upperclass Interview | 20 | no later than November 19 at 11:59 p.m.  
First Year Success Series (2) | 10 | no later than November 19 at 11:59 p.m.  
Career Vision Summary Paper | 25 | no later than November 19 at 11:59 p.m.  
Participation and Attendance | 40 | 200  

Grading Scale

- 186-200 A  
- 180-185 A-  
- 174-179 B+  
- 166-173 B  
- 160-165 B-  
- 154-159 C+  
- 146-153 C  
- 140-145 C-  
- 134-139 D+  
- 126-133 D  
- < 126 E  

Description of Assignments

A note about papers: All papers are to be double-spaced, and in 12-point Times New Roman font, and one-inch margins. All must be submitted as either Microsoft Word documents or PDF files. **NO documents in “.pages” format will be accepted**, as they cannot be opened by your instructors; please convert them to/save them as “.doc” or “.docx” files or PDFs before submitting them! Page expectations/limits will be stated below.

A. Autobiography Survey  
   Available in Carmen. **Due August 29th at 4pm.**

B. RIASEC Assessment  
   Link and instructions posted on Carmen. **Due September 5th at 4:00pm, bring your code to class.**

C. Two-Year Academic Plan  
The goal of the two-year academic plan is to familiarize you with the degree requirements of your chosen major, including the rationale, or category, for the courses in your program of study (both General Education and major courses), as well as the sequencing and availability of required courses, so you can plan out your degree to graduation. For this assignment, you will complete a plan for two years of courses at OSU, or five semesters, including your first (current) semester of enrollment, plus four additional terms. Please submit complete semesters! Other special opportunities, such as summer internships or education abroad, may be included in the margins but should not be used to replace a regular semester of courses in your plan. If you have questions, you may confer with Susie, Sara, or Amanda about your plan. **Please pay attention to**
the terms courses are offered, prerequisite courses and the sequencing of required courses, as well as the categories they belong in on your curriculum sheet, as all of these factors will be considered in the grading!

Please attach a copy of your Advising Report, and save a copy of your plan for your own records before handing in a hard copy.  **Due on paper on October 1, in class.**

D.  **Academic Integrity: Carmen Quiz**

  Review all materials posted in Carmen related to academic integrity, academic freedom and student rights and responsibilities, then complete the activity/quiz in Carmen prior to attending class.  Due on October 3rd at 4:00 pm.

E.  **Career Development Plan**

  Utilizing the Career Planning Model, SENR Career Development resources, and other resources of your choice, develop a two-year Career Development Plan.  As a part of the assignment, activate your account on Handshake (accessible through the SENR website) and upload your resume.  For assistance, examples, or a (recommended) critique of your resume before posting, arrange an appointment with one of the SENR career advisors, Trish Raridan-Preston or Mary McLaughlin (EEDS).  More details will be shared in class and on Carmen.  **Due on October 29th at 4:00pm.**

F.  **Mid-term Exam**

  Complete the online exam, available in Carmen on October 31st.  **Due November 2nd at 11:59pm.**

G.  **Internship Forum Reviews**

  Attend the SENR Internship Forum on November 7th.  Please speak with a total of four (4) presenters about their internship experience.  You should talk to the presenters as well as explore potential opportunities for your own future internships.  Your review should include a summary of each poster as well what you learned from the presenters themselves.  Please use complete sentences!  More details will be shared in class and on Carmen.  **Due in class on November 7th.**

H.  **First Year Success Series**

  The FYE First-Year Success Series addresses important life issues such as finances, diversity, leadership and civic engagement, academic engagement & career exploration, and health and wellness.  You are required to [pre-register](http://fye.osu.edu) and attend a minimum of two (2) programs: one Health and Wellness and another in Diversity and Global Awareness.  After each session you must complete the reflection paper online as directed by the First Year Success Series within 7 days of the event in order to receive credit for the assignments (5 points each).  Your reflection should show thought and insight, and serve as a review of what you learned in the session.  Extra credit can be earned for participation in additional programs beyond the two required.  **Due no later than November 19.**

  *NOTE: While not a specific assignment for this class, please remember that ALL students are REQUIRED by the University to attend the following FYSS Session: Buck-I-CARE About Consent.*

I.  **Upperclass Interview**

  The purpose of this assignment is to build connections and gain resources and advice from upperclass students in SENR.  First year students will receive a list of third and fourth year students who have offered to be “interviewed” with information about their involvements, majors, interests, and experiences.  This list will be available in the beginning of October and students have until November 19th to complete their interviews and submit their interview summaries.  Along with the list, a set of questions will be provided on Carmen as a helpful framework for the discussion.  Your interview should be one on one and take place in a public location.
Students should make sure to contact their interviewee with ample time to set up an appointment, understanding that their contact has a busy schedule and is generously offering their time for this project. The interview summary should be 1.5–2 pages long and will answer the following questions:

- Who did you interview? (include their name, major, year, and why you chose them from the list of third and fourth years)
- Where and when did the interview take place?
- Something you found interesting about the person you interviewed
- An involvement or experience they have had that you hope to do before you graduate:
  - How they got involved/accomplished it
  - Advice they have for getting involved/having that experience
- Something you learned from them about academic success while in college
- Something you learned from them about determining and following a career path
- Please include a photo from your interview

Due no later than November 19.

J. Career Vision Summary Paper

The purpose of this assignment is to prepare a summary of your personal career vision, now that you have had the opportunity to learn about yourself through the RIASEC Assessment, exploring your major, the ENR curriculum in general, and have heard from faculty and students on a similar path. As additional research for your career exploration process, investigate employment websites related to your career field (Handshake or elsewhere), for at least two job postings in your chosen field. Do they match your expectations? Are the goals and mission of the agency, organization or company in line with your own? How do they align with your RIASEC code? Also discuss what you learned during your small-group interactions with faculty mentors for your major. Did your view of your major change as a result of what you heard from the faculty, as well as our other presenters this semester? Is your understanding of your chosen career field different now from when you first arrived on campus? Have your career and professional goals changed? If so, how, and why? What are your next steps in your career path? This paper should be 2.5–3 pages in length. Due November 19th.

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.\(^1\)

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**Course Outline**

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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/22 (W)</td>
<td>Introductions and Mentor Groups/Syllabus and Class Expectations, Essential Policies, Dates &amp; Deadlines</td>
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<tr>
<td>8/27 (M)</td>
<td>Dr. Jeff Sharp, Director of SENR and Associate Dean, CFAES</td>
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<tr>
<td>8/29 (W)</td>
<td>Making the Most of Campus Involvement</td>
<td>Autobiography Survey due at 4pm</td>
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| 8/30 (TH) | *Extra Credit: Back to School Bash, 5pm at Fred Beekman Park*  
*Bonus: SENR-t-shirt if you can dunk Esther, 6:30-7p in the Dunk Tank* |                                          |
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>9/3 (M)</td>
<td>No Class: Labor Day</td>
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<tr>
<td>9/5 (W)</td>
<td>Flexible Career Planning in a Changing World</td>
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<td>Take the RIASEC assessment (link on Carmen), upload your results to Carmen by 4pm and bring your results to class</td>
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<td>9/10 (M)</td>
<td>Faculty presentation: Dr. Robyn Wilson, Environmental Policy &amp; Decision Making major EPDM Student Panel</td>
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<td>9/12 (W)</td>
<td>Campus Resources Field Trip, Meeting location TBA</td>
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<td>9/17 (M)</td>
<td>Faculty presentation: Dr. Stephen Matthews and Dr. Suzanne Gray, Forestry, Fisheries, and Wildlife FFW Student Panel</td>
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<tr>
<td>9/19 (W)</td>
<td>Building your Two-Year Academic Plan ENR Curriculum Overview</td>
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<td>Review Degree Planning Tools &amp; other resources on Carmen (in-class quiz)</td>
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<td>9/24 (M)</td>
<td>Faculty presentation: Dr. Brian Slater, Environmental Science ES Student Panel</td>
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<td>9/26 (W)</td>
<td>Schedule Planner, Course Registration &amp; Scheduling; Grading; GFR; Review 2-Year Plans; Additional Resources</td>
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<td>10/1 (M)</td>
<td>Faculty presentation: Dr. Jeremy Brooks, Environment, Economy, Development, and Sustainability EEDS Student Panel</td>
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<td>10/3 (W)</td>
<td>Faculty presentation: Dr. Jeff Hattey, Academic Integrity/Freedom: Expectations, Standards and Student Policies</td>
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<td>Academic Integrity Carmen Quiz due before class</td>
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<td>10/8 (M)</td>
<td>Faculty presentation: Natural Resource Management, NRM Student Panel</td>
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<td>10/10 (W)</td>
<td>No class meeting</td>
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<td>10/15 (M)</td>
<td>Undergraduate Research Panel: Dr. Lauren Pintor, moderator</td>
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<td>10/17 (W)</td>
<td>Growth Mindset, Resilience, and Academic Success</td>
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<td>Watch Growth Mindset Ted Talk (linked on Carmen, in-class quiz)</td>
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<td>10/22 (M)</td>
<td>Trish Raridan-Preston: SENR Career Development, Resume &amp; Linked In Workshop</td>
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<td>10/24 (W)</td>
<td>Education Abroad: Amanda Laser, SENR Education Abroad</td>
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<td>10/29 (M)</td>
<td>Scholarships &amp; Financial Aid Dr. Pat Whittington, CFAES Assistant Dean of Student Development</td>
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<td>Career Development Plan due at 4pm</td>
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<td>10/31 (W)</td>
<td>Barriers, representation, and justice in the</td>
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<td>For class: Watch environmental</td>
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<td>Mid-term Exam due</td>
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<td>Course Wrap-Up</td>
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GOOD LUCK ON YOUR FINAL EXAMS!!