

**ENR 1100H**  
**AUTUMN SEMESTER 2016**  
**CFAES SCHOOL OF ENVIRONMENT & NATURAL RESOURCES**

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

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*For appointments with Susie or Sara, call 614-292-2265.*

**LECTURES:** Mondays, 4:10 – 5:05 p.m., Kottman Hall 103

**RECITATIONS:** Wednesdays, 4:10 – 5:05 p.m., Howlett 164

**LEARNING OBJECTIVES:** *In this course, students will:*

- Assimilate “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 at the University.
- Explore both career and advanced study opportunities in 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.

**RESOURCES:** 1. *Student Resource Guide* (received at Orientation, or at <https://fye.osu.edu/publications.html>)  
 2. Online Course materials (<http://carmen.osu.edu>)

**ASSIGNMENTS:**

*\*Note: This is a summary. Assignments are due at **11:59pm** on Fridays, unless otherwise stated. Please see the description of assignments for full details on how to complete the items below!*

	<b>POINTS:</b>	<b>DUE DATE:</b>
Buckeye Book Community (BBC) Essay	10	August 26
Autobiographical Statement	5	September 2
New Student Survey	5	September 2
ENR Expedition	5	September 16
Academic Integrity Carmen Assignment	10	Sept. 27 (Tuesday, 11:59 p.m.)
Draft of Honors Study Plan	35	October 10, <u>due in class</u>
Mid-term Exam	25	October 28
Career Development Plan	15	October 21
Internship Forum reviews	20	October 26, <u>in class activity</u>
Student Organization Presentation	10	November 2 or 9, <u>in class</u>
Career Vision Summary Paper	25	November 21
BBC Success Series presentation	5	November 21
First Year Success Series (3)	15	November 21
Direct Waste Questionnaire, Part 1	5	October 7
Direct Waste Questionnaire, Part 2		November 21
Participation	<u>10</u>	
	200	

**Grading Scale**

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

# Policies and Important Information

## Course Conduct

Students should demonstrate behavior that is acceptable in the professional workplace. While not an exclusive list, the following behaviors are expected:

- Attend class on time and remain the entire period.
- Come prepared and participate in class discussion and activities.
- Strive to build constructive relations with other students, the instructors, and peer mentors.
- Avoid disruptive actions such as coming to class late, reading unrelated material, surfing the web, browsing unrelated material, reading newspapers in class, sending or receiving text messages, or responding to peers in a disrespectful manner in class.
- **Demonstrate respect for the instructors, guest speakers and your classmates by turning cell phones OFF.**
- **Reading and/or responding to text messages are NOT appropriate behaviors during class.**
- **Laptop computers may NOT be used during class as they commonly result in a distraction to the user and nearby students.** DO bring a notebook and pencil/pen to take notes.

## 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. Emergency absences will be dealt with on an individual case basis.

## 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 notifying their recitation instructor that the assignment has been submitted.

## Office of Disability Services notice

Students with disabilities should contact the course instructors to make the appropriate arrangements for their accommodations. Special needs must be discussed and arrangements made well in advance of when they are required (preferably during the first week of classes). Special accommodations may be discussed and arranged through the OSU Office of Disability Services, 150 Pomerene Hall, 1760 Neil Ave., ph: 292-3307. Website: <http://ods.osu.edu>

## COURSE OUTLINE

Aug. 24	W	Introductions/Syllabus and Class Expectations PMs: Essential Policies, Dates & Deadlines; Carmen Overview, Buckeye Link & SIS
Aug. 26	F	<b>BBC essay due</b>
Aug. 29	M	Dr. Jeff Sharp, Director of SENR and Associate Dean, CFAES
Aug. 31	W	Getting Started on Your Academic and Career Path Esther Dwyer, SENR Admissions & Scholars Coordinator <i>for class: watch TedTalk with Edward Briceno (linked on Carmen)</i>
Sept. 1	R	CFAES Back 2 School Bash, 4pm in Beekman Park ( <i>with PMs, extra credit</i> )
Sept. 2	F	<b>Autobiography due</b> <b>New Student Survey due</b>
Sept. 5	M	<i>Labor Day: No classes, University closed</i>
Sept. 7	W	Peer Mentors: ENR Expedition; academic resources
Sept. 12	M	Faculty presentation: Dr. Stephen Matthews, Forestry, Fisheries & Wildlife major Guest: related professional speaker
Sept. 14	W	Jessica Page: Using Online Library Searches
Sept. 16	F	<b>ENR Expedition due</b>
Sept. 19	M	Faculty presentation: Dr. Brian Slater, Environmental Science major Guest: related professional speaker
Sept. 21	W	Honors Session #1, Dr. Lauren Pintor, <b>*Meet in Room 245 Kottman Hall</b> Beginning your Honors Study Plan  <i>Review Degree Planning Tools &amp; other resources on Carmen</i> <i>Read "A New Debate..."(Cicarelli) &amp; "Having a Degree &amp; Being Educated"(Pelligrino)</i>
Sept. 26	M	Faculty presentation: Dr. Jeremy Brooks, EEDS major Guest: related professional speaker
Sept. 27	T	<b>Academic Integrity Carmen Activity due, 11:59 p.m.</b>
Sept. 28	W	Dr. Jeff Hattey, CFAES Assistant Dean Academic Integrity/Freedom: Expectations, Standards and Student Responsibilities <i>Review all resources in Carmen: Student Rights &amp; Responsibilities PPT; article "On Academic Freedom"; video on Plagiarism at OSU; etc.</i>
Sept. 28	W	SENR National Park Service Anniversary movie event, 6 p.m., COSI <i>Optional event; extra credit available</i>
Oct. 3	M	Faculty presentation: Mark Giese, Natural Resources Management major Guest: related professional speaker

Oct. 4	T	Wes Moore, BBC Author presentation, 7:30p.m. Mershon Auditorium <i>NOTE: You must register through FYSS to receive credit for this event</i>
Oct. 5	W	Dennis Learning Center
Oct. 7	F	Direct Waste Questionnaire, pre-test due
Oct. 10	M	Faculty presentation: Dr. Greg Hitzhusen, Env. Policy & Decision-Making major Guest: related professional speaker <b><i>2-Year Academic Plan due <u>in class</u></i></b>
Oct. 12	W	<i>Peer Mentor-led activity</i>
Oct. 17	M	Trish Raridan-Preston & Mary McLaughlin: Resume & Linked In Workshop
Oct. 19	W	PMs: Schedule Planner, Course Registration & Scheduling; Grading; FFR; resources
Oct. 21	F	<b><i>Career Development Plan due</i></b>
Oct. 24	M	Undergraduate Research Panel: Dr. Lauren Pintor, moderator
Oct. 26	W	SENR Student Internship Forum, 3-5pm, Ag. Admin. Auditorium <b><i>Internship Forum reviews due (in-class activity)</i></b>
Oct. 28	F	<b><i>Mid-term Exam due</i></b>
Oct. 31	M	Study Abroad : Amanda McCann, SENR Study Abroad Advisor
Nov. 2	W	Student Organization presentations
Nov. 7	M	Scholarships & Financial Aid Dr. Pat Whittington, CFAES Asst. Dean of Student Development
Nov. 9	W	Student Organization presentations
Nov. 14	M	Faculty: Group meetings by major (Locations TBA)
Nov. 16	W	Faculty Groups De-briefing, Course Wrap-Up
Nov. 21	M	<i>No class</i> <b><i>Career Vision Summary paper due</i></b> <b><i>FYE Success Series reflections due</i></b> <b><i>Direct Waste Questionnaire, video and Post-test due</i></b>
Nov. 28	M	Honors Session #2, Dr. Pintor <b><i>**Meet in Room 245 Kottman</i></b>
Nov. 30	W	Honors Session #3, Dr. Pintor <b><i>**Meet in Room 245 Kottman</i></b>

**GOOD LUCK ON YOUR FINAL EXAMS!!**

## 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. Buckeye Book Community (BBC) Essay**

Complete a 400-word essay on one of the seven guiding questions provided to you for the Buckeye Book Community reading, *The Other Wes Moore* by Wes Moore. **Due on August 26.**

**B. Autobiographical Statement**

Complete an autobiography of yourself, including your name, intended major, and something interesting about yourself! (i.e., who are you? What makes you “you”? etc.) Also, describe your interests and career goals & aspirations in the field of environment and natural resources. *Write at least one full page, double-spaced.* Please use correct grammar. Provide this in an electronic format via Carmen. **Due by September 2.**

**C. New Student Survey**

Available in Carmen. **Due by September 2.**

**D. ENR Expedition**

See the document posted in Carmen for this activity, and follow the instructions for completing this assignment and posting it to Carmen. **Due September 16.**

**E. Academic Integrity: Carmen Assignment**

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 September 27.**

**F. Direct Waste Questionnaire**

This assignment will be done in two parts: 1) a pre-test quiz in Carmen, **due October 7;** and 2) watch a video and complete the post-test, in Carmen, **due on November 21.**

**G. Draft of Honors Study Plan**

The goal of the Honors study plan is to familiarize you with the degree requirements of your chosen major as well as for Honors, including the rationale or category for the courses in your program of study (both General Education and major courses), and 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. Other special opportunities may be included in the margins (i.e., internships or studying abroad in May term or Summer term) but should not be used to replace a regular semester of courses in your plan. If you have questions, you may confer with Dr. Pintor, or with Susie or Sara 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 for your records before handing in a hard copy (this assignment will not be turned in on Carmen). **Due on paper on October 10, in class.**

**H. Career Development Plan**

Utilizing the Career Roadmap, Professional Development Certificate criteria, and other resources of your choice, develop a two-year Career Development Plan. As a part of the assignment, activate your account on Hire-a-Buckeye (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 21.**

**I. Internship Forum Reviews**

Attend the SENR Internship Forum on **October 26.** You will be assigned to review two poster presentations, and will also review two additional posters of your choice, for a total of four. 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 October 26.**

**J. Mid-term Exam**

Complete the online exam, available in Carmen on October 26. **Due October 28.**

**K. Student Organization critique and presentation**

Early in the semester, students will sign up to join a small group which will attend a meeting for a student organization related to Environment & Natural Resource majors/interests. You will work in small groups to prepare a brief PowerPoint or Prezi presentation about the student organization, to be given in class. Your presentation should include the following, at a minimum: the names of all members in your group ; the organization name; date and time of the event attended; regular meeting date and location; a summary of the activity and name of any guest speakers at the meeting (if applicable); why you attended that particular meeting/event and how what you learned pertains to your interests in the environment and natural resources. Your group should also interview an officer of the organization to gain a better understanding of the organization's overarching goals, upcoming events, etc. You are encouraged to include photos taken at the event in your presentation and make your classmates aware of additional resources for the organization like their Facebook page or website. Group presentations will be on November 2 or November 9. ***Your presentation slides should be uploaded to Carmen the night before your presentation in class – November 1 or November 8 at 11:59 p.m.***

**L. First Year Success Series, including BBC event**

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 THREE (3) regular programs of your choice from different topic areas, AND one based on the Buckeye Book Community selection, "The Other Wes Moore", for a total of four (4). 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 four required. **Due November 21.**

***\*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.***

**M. 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 explore your major, the ENR curriculum in general, and have heard from professionals and student interns in the field. As additional research for your career exploration process, investigate employment websites related to your career field (Hire-A-Buckeye 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? 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? This paper should be 2.5–3 pages in length. **Due by November 21.**

## 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 your 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)<sup>1</sup> 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.<sup>1</sup>

Please review the related articles posted in Carmen:

- “*A New Debate is Joined Over an Old Question: Is College an Investment or an End in Itself?*” by James Cicarelli
- “*Having a Degree and Being Educated*” by Edmund Pellegrino
- “*Foundations: the Components of the GEC*” by Bruce Busby

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