



# 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. *This policy does not apply to the Internship Forum Review assignment or to the mid-term.*

## 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, 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue., ph: 614-292-3307. Website: <http://ods.osu.edu>

## COURSE OUTLINE

Aug. 23	W	Introductions/Syllabus and Class Expectations, Essential Policies, Dates & Deadlines PMs: Carmen Overview
Aug. 25	F	<b><i>BBC essay due</i></b>
Aug. 28	M	Dr. Jeff Sharp, Director of SENR and Associate Dean, CFAES
Aug. 30	W	Growth Mindset and Career Planning Esther Dwyer, SENR Admissions & Scholars Coordinator <i>for class: watch TedTalk with Edward Briceno (linked on Carmen)</i>
Aug. 30	W	CFAES Back 2 School Bash, 5pm in Beekman Park ( <i>with PMs, extra credit</i> )
Sept. 1	F	<b><i>Autobiography due</i></b> <b><i>New Student Survey due</i></b>
Sept. 4	M	<i>Labor Day: No classes, University closed</i>
Sept. 6	W	Peer Mentors: ENR Expedition
Sept. 11	M	Faculty presentation: Robyn Wilson, Environmental Policy & Decision Making major Guest: related professional speaker
Sept. 13	W	PMs: Campus Resources (meet at any library)
Sept. 15	F	<b><i>ENR Expedition due</i></b>
Sept. 18	M	Faculty presentation: Dr. Jeremy Brooks, EEDS major Guest: related professional speaker
Sept. 20	W	Building your Two-Year Academic Plan (General Education & ENR Curriculum Overview) <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. 25	M	Faculty presentation: Dr. Suzanne Gray and Dr. Stephen Matthews, Forestry, Fisheries & Wildlife major Guest: related professional speaker
Sept. 27	W	<i>No class meeting today</i> (Don't forget your FYE sessions and your student organization visit!)
Oct. 2	M	Faculty presentation: Mark Giese, Natural Resources Management major Guest: related professional speaker <b><i>2-Year Academic Plan due <u>in class</u></i></b>
Oct. 3	T	<b><i>Academic Integrity Carmen Activity due, 11:59 p.m.</i></b>
Oct. 4	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>

Oct. 9	M	Faculty presentation: Dr. Matt Davies, Environmental Science major Guest: related professional speaker
Oct. 11	W	PMs: Schedule Planner, Course Registration & Scheduling; Grading; GFR; resources
Oct. 16	M	Undergraduate Research Panel: Dr. Lauren Pintor, moderator
Oct. 18	W	Student Wellness Session
Oct. 23	M	Trish Raridan-Preston & Mary McLaughlin: Resume & Linked In Workshop
Oct. 25	W	Study Abroad : Amanda McCann, SENR Study Abroad Advisor
Oct. 26	R	BBC Author presentation, 7:30p.m. Mershon Auditorium <i>NOTE: You must register through FYSS to receive credit for this event</i>
Oct. 27	F	<b><i>Career Development Plan due</i></b>
Oct. 30	M	Scholarships & Financial Aid Dr. Pat Whittington, CFAES Asst. Dean of Student Development
Nov. 1	W	<i>Peer Mentor-led activity</i>
Nov. 3	F	<b><i>Mid-term Exam due</i></b>
Nov. 6	M	Faculty: Group meetings by major (Locations TBA)
Nov. 8	W	SENR Student Internship Forum, 3-5pm, Ag. Admin. Auditorium <b><i>Internship Forum reviews due (in-class activity)</i></b>
Nov. 13	M	Faculty Group Sessions De-briefing
Nov. 15	W	Course Wrap-Up
Nov. 20	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 due</i></b> <b><i>Student Organization visit due</i></b>
Nov. 20	M	Honors Session #1, Dr. Pintor <b><i>**Meet in Room 245 Kottman</i></b>
Nov. 27	M	Honors Session #2, 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, *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson. **Due on August 25.**

**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 1.**

**C. New Student Survey**

Available in Carmen. **Due by September 1.**

**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 15.**

**E. 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 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 of your plan for your own records before handing in a hard copy. **Due on paper on October 2, in class.**

**F. 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 October 3 at 11:59 pm.**

**G. 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 27.**

**H. Mid-term Exam**

Complete the online exam, available in Carmen on November 1. **Due November 3.**

**I. Internship Forum Reviews**

Attend the SENR Internship Forum on **November 8**. 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 as 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 8.**

**J. Critique of a Student Organization**

Attend a meeting for a student organization related to your major or career field. Include the following information in your critique: the name, date and time of the event attended; the activity and/or name of any guest speakers at the meeting; why you attended that particular event and what you learned that pertains to your interests in the environment and natural resources. Please discuss some specific goals and interests that you have. How can your participation in this and other student activities help you with your career goals? (See document "Student Org. Visit", available in Carmen.) **Due no later than November 20.**

**K. 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, "Just Mercy", 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 no later than November 20.**

**\*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.**

**L. Direct Waste Questionnaire**

This assignment will be completed in Carmen. **Due no later than November 20.**

**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 November 20.**

## 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>)  
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