ENR 1100
SPRING SEMESTER 2018
CFAES SCHOOL OF ENVIRONMENT & NATURAL RESOURCES
http://senr.osu.edu/undergraduate

INSTRUCTOR: Susie Burks
210D Kottman Hall
burks.39@osu.edu
For appointments with Susie, please call 614-292-2265.

LECTURES: Mondays, 4:10 – 5:05 p.m., Kottman Hall 116
RECITATIONS: Wednesdays, 4:10 – 5:05 p.m., Kottman Hall 116

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!

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiographical Statement 10</td>
<td>January 12</td>
</tr>
<tr>
<td>Academic Integrity Carmen Assignment 20</td>
<td>January 26</td>
</tr>
<tr>
<td>Library Questionnaire 5</td>
<td>February 9</td>
</tr>
<tr>
<td>Two Year Academic Plan 40</td>
<td>February 12, in class</td>
</tr>
<tr>
<td>Career Development Plan 25</td>
<td>February 16</td>
</tr>
<tr>
<td>Exam 25</td>
<td>February 23</td>
</tr>
<tr>
<td>Campus Resources Report 20</td>
<td>March 9</td>
</tr>
<tr>
<td>Student Organization Critique 10</td>
<td>March 9</td>
</tr>
<tr>
<td>Career Vision Summary Paper 25</td>
<td>March 9</td>
</tr>
<tr>
<td>Participation 20</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

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
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](http://ods.osu.edu)
COURSE OUTLINE

Jan. 8  M  Introductions/Syllabus and Class Expectations
       TMs: Essential Policies, Dates & Deadlines; Carmen Overview, BuckeyeLink

Jan. 10 W  CFAES/SENR Welcome Event, Ag Admin Auditorium

Jan. 12 F  Autobiography due

Jan. 15 M  Martin Luther King Day: No classes, University closed

Jan. 17 W  Dr. Jeff Sharp, Director of SENR and Associate Dean, CFAES

Jan. 22 M  Getting Started on Your Academic and Career Path
            Esther DeBusk, SENR Admissions & Scholars Coordinator
            *for class: watch TedTalk with Edward Briceno (link in Carmen)

Jan. 24 W  Scholarships & Financial Aid
            Dr. Pat Whittington, CFAES Asst. Dean of Student Development

Jan. 26 F  Academic Integrity Assignment due
            Review the following resources in Carmen: Student Rights & Responsibilities PPT; article “On Academic Freedom”; Plagiarism video; etc.

Jan. 29 M  Building your Two-Year Academic Plan (with TMs)
            Review Degree Planning Tools & other resources on Carmen

Jan. 31 W  Transfer Mentor lobby consultations – 2-year plans
            or work on out-of-class assignments

Feb. 5  M  Professional Development
            Trish Raridan-Preston, SENR Career Services

Feb. 7  W  TM event: Meet at Ohio Union, Brutus Buckeye’s bench

Feb. 9  F  Library quiz due

Feb. 12 M  TMs: Schedule Planner, Course Registration & Scheduling; Grading; FFR; resources
            2-Year Academic Plan due in class

Feb. 14 W  Faculty/Professional Group meetings (TBA) or work on out-of-class assignments

Feb. 16 F  Career Development Plan due

Feb. 19 M  Faculty/Professional Group meetings (TBA) or work on out-of-class assignments

Feb. 21 W  Faculty/Professional Group meetings (TBA) or work on out-of-class assignments
            Access to Exam begins at 4:00pm

Feb. 23 F  Exam due

Feb. 26 M  Course Wrap-up
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! Please use business writing etiquette and correct grammar in all assignments (see email etiquette guidelines posted in Carmen). Page expectations/limits will be stated below.

A. **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.** Turn in to the Carmen drop-box. **Due by January 12.**

B. **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. **Due January 26.**

C. **Library Resources Tour Questionnaire**
   Please complete the library questionnaire on Carmen during/after completing a tour of the Thompson Library. (Print out if preferred.) **Due February 9.**

D. **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), 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 of the courses you propose to take in your first two years (four full semesters) at OSU. This plan can include courses you are enrolled in for Spring Semester 2016 and the following three regular/full-time semesters. Other special opportunities may be included in the margins (i.e., internships or studying abroad in 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 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 Degree Audit or Transfer Credit 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 February 12, in class.**
E. Career Development Plan
Utilize the Career Roadmap calendar of events, Professional Development Certificate criteria, and other resources of your choice to develop a two-year Career Development Plan customized to your career goals. This assignment will be discussed in greater detail during the class session with Trish Raridan-Preston. As a part of your career plan, activate your account on Hire-a-Buckeye if you haven’t already (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 the SENR career advisor, Trish Raridan-Preston. (210 Kottman Hall, 292-2265). **Due February 16.**

F. Exam
Complete the online exam on Carmen. You will have two-hour block of time to complete the exam once you begin, and you may access resources in Carmen or other sites online. Remember that you are expected to work independently! **Due February 23.**

G. Visit a Campus Resource Office
Choose a campus resource office to visit and report on. Possible offices include: Dennis Learning Center; Math-Stat Learning Center; The Writing Center; The Wellness Center; the Office of Disability Services; Veterans’ Affairs Office; Younkin Success Center (other than DLC); Buckeye Link Office; Office of International Affairs/Study Abroad. You may set up a one-on-one meeting or appointment or attend a workshop or event. Your report should include the following details: day/time of visit, a summary of the conversation or event; facts about the resource; hours of operation; services provided and to whom; and a signature from a resource representative you spoke to for verification of your visit/appointment/event. **Due on March 9.**

H. Critique of a Student Organization, Professional Seminar, or Informational Interview
Attend a meeting for a student organization related to your major or career field, a professional meeting or seminar, or a face-to-face informational interview and provide a summary of the event in an electronic format via Carmen. 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. If you have met with a professional for an informational interview, you will need to provide the name and contact information for the professional, as well as the date, time, and location and a summary of the interview. 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 on March 9.**

I. 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 faculty, student interns and others 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? Did what you heard from the faculty, as well as our other presenters this semester, alter your view of your major? 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? Your paper should be a minimum of 2 ½-3 pages. (See above for further guidelines on papers.) **Due March 9.**
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) 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

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 Pelligrino
- “Foundations: the Components of the GEC” by Bruce Busby