CFAES SCHOOL OF ENVIRONMENT & NATURAL RESOURCES

ENR 1100
Environment and Natural Resources Survey
Autumn 2020 (full term)
1 credit hour
Online
http://senr.osu.edu/undergraduate (Links to an external site.)

COURSE OVERVIEW

INSTRUCTORS:
Cheryl Walter, Academic Advisor, School of Environment & Natural Resources
  Email: walter.266@osu.edu
  Office: 210 Kottman Hall, will be working remote AU20
Amanda Laser, Academic Advisor, School of Environment & Natural Resources
  Email: Laser.33@osu.edu
  Office: 210 Kottman Hall, will be working remote AU20
Lucia Hadella, Career Advisor, School of Environment & Natural Resources
  Email: hadella.1@osu.edu
  Office: 210 Kottman Hall, will be working remote AU20

For appointments with Instructors, call 614-292-2265 or email senr@osu.edu.

PREREQUISITES
None

COURSE DESCRIPTION
Survey course for ENR students. Covers academic requirements; university procedures, grading system, resources; student rights and responsibilities; overview of academic areas of study. Also covers career opportunities in Env't and Nat Res.

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:

Online, Asynchronous, to be completed weekly by Sunday nights at 11:59pm

SYNCHRONOUS RECITATIONS:

• Wednesday, August 26th Online, 4:10-5:05 Welcome from Director Sharp
• Wednesday, September 2nd In Person* 4:10-5:05, Peer Mentor meeting: making the most of campus involvement
• Wednesday September 9th, In Person* 4:10-5:05 Peer Mentor Small Group Field Trips
• Wednesday, September 23rd Online 4:10-5:05, Natural Science Majors Panel and Discussion
• Wednesday, September 30th Online, 4:10-5:05, Social Science Majors Panel and Discussion
• Wednesday, October 14th In Person* 4:10-5:05, Peer Mentor Small Group Field Trips, SENR Locations, students sign up for trips with different PMs
• Wednesday, November 4th Online 4:10-5:05, Faculty Group Meetings
• Wednesday, November 18th Online 4:10-5:05 Final Class Meeting: Peer Mentor Group Wrap Up and Career Planning Advice

*online alternatives will be provided for those unable to attend in person

PEER MENTORS:

See List on Carmen

COURSE MATERIALS:

Provided on Carmen, no purchased materials necessary

PACE OF ONLINE ACTIVITIES:

This course is divided into weekly modules that are released two weeks ahead of the review deadlines. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.
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:

- For synchronous recitations, join 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 each individual 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]

Attendance Policy
Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance:** AT LEAST ONCE PER WEEK
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Synchronous or in-person sessions:** REQUIRED
  All live, scheduled events for the course, are required as live attendance. Failure to attend synchronous class sessions or in person meetings will lose the points associated with that class session. All in-person sessions will have an online option for those who would prefer to meet in that setting. Excused absences for synchronous or
in-person sessions include illnesses with doctor’s notes, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with the instructors.

POLICIES FOR THIS ONLINE COURSE

- **Weekly review 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 the instructors.

- **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 just 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 make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let the 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 instructors as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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**
- CarmenZoom virtual meetings

**Required equipment**
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- 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.

**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.

- CarmenCanvaas accessibility
- CarmenZoom accessibility
ASSIGNMENTS:

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Module Reviews</td>
<td>Weekly on Sundays by 11:59 pm</td>
<td>55</td>
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<tr>
<td>Two-year Academic Plan</td>
<td>October 11th by 11:59 pm</td>
<td>15</td>
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<tr>
<td>Handshake &amp; LinkedIn</td>
<td>October 18th by 11:59 pm</td>
<td>5</td>
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<tr>
<td>Initial Resume Draft</td>
<td>October 18th by 11:59 pm</td>
<td>5</td>
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<tr>
<td>SLB member Interview</td>
<td>November 22nd by 11:59 pm</td>
<td>5</td>
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<tr>
<td>Final Resume</td>
<td>November 29th by 11:59 pm</td>
<td>5</td>
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<tr>
<td>Career Vision Summary</td>
<td>November 29th by 11:59 pm</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>November 29th by 11:59 pm</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE**

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

**INSTRUCTOR FEEDBACK AND RESPONSE TIME**

(Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **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. 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. If an assignment is late due to an emergency or a reason given previously for an excused absence (illnesses with doctor’s notes, 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.

**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.
Weekly Review Assignments, 55 pts

Available on Carmen. The majority of the points for this course are earned weekly by reviewing the content of the module for that week. These reviews are due on Sundays by 11:59 pm.

Two-Year Academic Plan, 15 pts

SENR Academic Advisors will provide information in the week 3 module on degree planning and how to utilize the two-year academic plan. While you are welcome to work on it before that week, it will likely be most helpful to begin this assignment after you review the content on degree planning.

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 semesters) at OSU. This plan should include courses you are enrolled in for Autumn Semester and the following four semesters. 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 Cheryl, Amanda, or Susie 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!

A complete submission will include both your 2-year plan and an advising report. This can be submitted as one or two attachments.

Due on October 11th by 11:59 pm.

Handshake and LinkedIn, 5 pts

You will need to activate and fill in your account on Handshake and create a LinkedIn account to complete this assignment. Information about effectively building your online career profiles will be provided in the week 8 module on Carmen.

Due on October 18th by 11:59 pm

Upperclass or SLB Interview

The purpose of this assignment is to build connections and gain resources and advice from peers in SENR. A list of current SENR students who have offered to be “interviewed” with information about their involvements, majors, interests, and experiences will be included on Carmen. 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 via Zoom or in person at a safe social distance in a public space. 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 a list of questions posted on Carmen.

You’re also welcome to interview an upperclass (3rd or 4th Year) student who is not on this list. Feel free to find them however you like and see if they’re ok with giving an interview like this. If you’re an SENR major,
please interview someone in SENR, if you've changed your major, you're welcome to find someone in your new program.

**Due on November 22nd at 11:59 pm.**

**Resume Development, 5 pts for the draft, 5 pts for the final submission**

You will submit a resume draft to Carmen based upon the resume content in the week 4 module.

**Draft due on October 18th at 11:59 pm**

You will receive feedback on your draft from CFAES/SENR career staff and you will need to update your resume for your final submission.

**Final submission due on November 29th at 11:59 pm.**

**Career Vision Summary Paper, 10 pts**

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?

Utilizing the [Career Expedition Guide](#), [SENR Career Development](#) resources, the list of [Certifications and Professional Skills](#) discussed on September 25th, [Buckeye OnPace](#), and other resources of your choice, begin to develop a personalized career development plan. For the next 5 semesters (through Spring 23), determine 2-3 career related activities or actions you plan to pursue in each semester. This part can be formatted as a list or bullet points.

This paper should be 2.5–3 pages in length.

**Due November 29th at 11:59 pm.**
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Weekly Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>August 24th-30th</td>
<td>Welcome event with CFAES, Welcome from Dr. Sharp</td>
</tr>
<tr>
<td>2</td>
<td>August 31st-September 6th</td>
<td>Syllabus and Course Overview, Wellness resources, B2SB, Peer Mentor group meetings</td>
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<tr>
<td>3</td>
<td>September 7th-13th</td>
<td>Academic Planning, Peer Mentor group field trips</td>
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<tr>
<td>4</td>
<td>September 14th-20th</td>
<td>Career exploration, Resume Introduction</td>
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<td>5</td>
<td>September 21st-27th</td>
<td>Natural science majors, Recitation with FFW and ES panel and discussion</td>
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<tr>
<td>6</td>
<td>September 28th-October 4th</td>
<td>Social science majors, Recitation with NRM, EEDS, and EPDM panel and discussion</td>
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<tr>
<td>7</td>
<td>October 5th-11th</td>
<td>Degree planning part 2, Growth mindset and resilience</td>
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<td>8</td>
<td>October 12th-18th</td>
<td>Career platforms, Peer Mentor field trips</td>
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<td>9</td>
<td>October 19th-25th</td>
<td>Environmental justice, ENR in Columbus</td>
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<td>10</td>
<td>October 26th-November 1st</td>
<td>Education Abroad, Research, Honors, Academic Integrity</td>
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<tr>
<td>11</td>
<td>November 2nd-8th</td>
<td>Financial aid, Faculty group meetings by major</td>
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<td>12</td>
<td>November 9th-15th</td>
<td>Career next steps, Final career development</td>
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<tr>
<td>13</td>
<td>November 16th-22nd</td>
<td>Course wrap up, Peer mentor group meetings</td>
</tr>
<tr>
<td>14</td>
<td>November 23rd-29th</td>
<td>Final assignments due</td>
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</table>
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.