



SYLLABUS¹

ENR 2367

Communicating Environmental and Natural Resources Information
Spring 2024: In person
3 credit hours

Lecture: M 2:15 – 4:05 p.m. (108 Agricultural Administration) (31993)

Labs: W 11:30 am. – 1:30 p.m. (460 Kottman Hall) (33364)

W 3:00 – 5:00 p.m. (460 Kottman Hall) (33365)

COURSE OVERVIEW

Instructor

Instructor: Vicki Garrett, M.S., School of Environment and Natural Resources

Email address: garrett.95@osu.edu (preferred contact method)

Office: 263 Kottman Hall

Office hours: Mondays, 4:05 - 5:05 p.m. (in classroom after lectures as long as anyone wants to stay); Thursdays, 8 - 9:00 a.m.; and by appointment. Thursdays and appointment office hour appointments will be in a private Zoom room to one person at a time: go.osu.edu/vicki_office_hours

¹ Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit <http://ods.osu.edu>

Teaching Assistants (Hours will be posted on Carmen)

Name	Email
Natalie Tobin	tobin.181@buckeyemail.osu.edu
Sam Cox	cox.1660@buckeyemail.osu.edu
Martha Haney	haney.244@buckeyemail.osu.edu
Noah Young	young.3374@buckeyemail.osu.edu

Legacy Prerequisites

ENGLISH 1110

6 credit hours of environmental, natural resources, or equivalent coursework preferred.

New Prerequisites

Any course in the Writing and Information Literacy General Education category, and Sophomore standing or above.

Course description

Catalog description: Concepts, skills development, and practice in accessing and communicating information about the environment and natural resources to varied audiences; emphasis on written and oral communication.

This is a Second Writing course. It focuses on critical thinking and academic and professional communication specifically for those planning environmental careers, but the assignments apply to many fields of study and career directions. We will go over academic writing to help you get through college and any advanced degrees you may be working toward, but we will also work on reaching audiences that are not looking for journal articles. From previous classes, I know that more than 75% of you do not plan to go into academia, but all of you will have to write for different audiences throughout your careers.

Readings are a basic introduction to environmental classics. They will be loosely organized by patterns in U.S. environmental history. While the readings are in line with other college writing classes, keeping up requires discipline. **A good target is 10-15 pages of reading per day for this class.**

There will be two types of meetings: lectures (Mondays) and labs (Wednesdays). Lectures are for learning from the experts; labs are for applying what we've learned and learning from each other. Lectures combine presentations, videos, instruction, and some discussion. Labs focus on digestion and application of readings through discussion, critical thinking, and writing practice. Several different types of assignments are included:

- Quizzes will be due on Tuesdays to make sure readings are done before discussions.
- Students will receive discussion grades during Wednesday labs.
- Writing assignments will be due each week on Fridays.
- Oral presentations will show each student's critical thinking about their environmental problem to the class.

You will have some choice in your writing assignments. The first assignments focus on basic academic writing. Later assignments give you practice in professional writing, and for most you can choose between the weekly readings and environmental issues that matter to you for the topic.

GE Legacy Fulfillment

ENR 2367 is the second level writing course offered through the School of Environment and Natural Resources. It meets the Level Two GE Writing and Communication course requirement.

Goals

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes [relation to assignments in brackets]

1. Through critical analysis **[a]**, discussion **[b]**, and writing **[c]**, students demonstrate the ability to read carefully **[d]** and express ideas effectively **[e]**.
2. Students apply written **[a]**, oral **[b]**, and visual **[c]** communication skills and conventions of academic discourse **[d]** to the challenges of a specific discipline.
3. Students access **[a]** and use **[b]** information critically and analytically.

Students will work toward these outcomes through 1) weekly readings to be analyzed in labs; 2) assignments providing practice in the types of communication ENR students will use in their careers; 3) class readings and literature review for your thesis paper. You will also find specific module-level objectives in Carmen that relate to specific course lessons and writing skills.

Outcomes are related to each assignment on the following page.

-See course schedule, last page, for due dates.

-More detailed explanations of each assignment and grading standards will be provided in class and in Carmen.

Course Goals

In this course students will:

- Extend the ability to read carefully and express ideas effectively through critical analysis, discussion, and writing
- Support a thesis with evidence-based, logical arguments
- Further develop skills in effective communication and in accessing and using information analytically
- Improve proficiency in written and oral communication of research-based information about contemporary environmental and natural resource issues
- Learn skills for critically evaluating concepts in natural resources and the environment
- Apply critical thinking skills through exercises in scientific and environmental writing and presentation that prepare them for greater success in their subsequent studies and future careers

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% in person. Students will attend lectures on Mondays for class lessons and interact with each other and apply the course material during Wednesday labs. Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via Carmen Announcements, so **please be sure your announcements are turned on.**

Pace of activities: This course is divided into **weekly modules** that are released one week ahead of time. Each week requires reading, attending lecture, taking a quiz, participating in labs, completing a writing assignment, and in certain weeks, group presentations.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Participation: LECTURES AND DISCUSSION LABS EACH WEEK**
The lectures provide you with the content you will be learning and applying to your work each week. It is recommended that you download the note-taking pages and take notes as you listen. Discussion labs follow on Wednesdays and allow the class to apply what they learn in lectures and readings. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Weekly Writing Assignments: 1 ASSIGNMENT PER WEEK**

Students will complete a thesis paper through several scaffolded steps as well as several professional writing assignments.

- **Oral Presentation: CONNECTING WITH YOUR GROUP THROUGHOUT THE SEMESTER**
For your Critical Thinking Group Projects, you will schedule times to work with your group members via labs, discussion boards, Zoom, or in-person meetings if they work for the whole group.
- **Office hours and live sessions: OPTIONAL**
My office hours are optional, but please join if you are having ANY problems or questions.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (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 **7 days**. Thesis paper grading may take longer, but grades and comments will be posted before the next part is due so that you can learn from your mistakes and improve the next iteration.
- **E-mail:** I will reply to e-mails within **24 hours on school days**. I may answer sooner and at other times if I happen to be online. If you have emailed and I have not responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- *American Earth: Environmental Writing Since Thoreau*
Bill McKibben [Each of these readings is available and required to be annotated through the Hypothesis app.]
Peng USA; ISBN 13: 978-1598530209
- *A Sand County Almanac with Essays on Conservation from Round River*
Aldo Leopold [any edition will do if it includes the 12 months and the assigned readings]. Try [this link that I copied from our library's online copy](#) or go through the library and search for Ebook.
Random; ISBN 13: 978-0345345059
- *Silent Spring* [also available as an Ebook through library link below – one person at a time]
Rachel Carson [Same as above; or try this link: https://archive.org/details/fp_Silent_Spring-Rachel_Carson-1962/mode/2up]
Houghton Mifflin; ISBN 13: 978-0618249060

RECOMMENDED/OPTIONAL

- *The Craft of Scientific Writing* (3rd edition is on reserve at CFAES, Ebooks are 4th edition.)
Michael Alley
Springer; ISBN 13: 978-0387947662 [This text is available through The Ohio State Library: <http://osu.worldcat.org/oclc/1029252015> NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (<https://library.osu.edu/borrowing/>) using your OSU Name.# and password.]
- *Publication Manual of the American Psychological Association (Seventh Edition)*
APA, ISBN 13: 978-1433832161
- *Writing Science in Plain English*
Anne E. Greene
U. of Chicago Press, ISBN 13: 978-0226026374
- *Rhetorical Grammar*
Martha Kolln and Loretta Gray
Longman, ISBN 13: 978-0205706754
- *The Craft of Research*
Wayne Booth, Gregory Colomb, Joseph Williams
U. Of Chicago Press, ISBN 13: 978-0226065663 [This text is available through The Ohio State Library: <http://osu.worldcat.org/oclc/646810192> NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (<https://library.osu.edu/borrowing/>) using your OSU Name.# and password.]
- *Style: The Basics of Clarity & Grace*
Joseph Williams
Longman, ISBN 13: 978-0205605354
- *On Writing Well*
William Zinsser
Harper Perennial, ISBN 13: 978-0060891541

-Required books are available at the OSU Bookstore as well as at other standard and online book retailers.

-Required and Recommended books are all on closed reserve at the Thompson Library and the FAES Library: <https://guides.osu.edu/c.php?g=711932>. Please note library hours.

-Additional required readings—e.g., articles—that are assigned throughout the semester will be posted in Carmen.

Course technology

This class will be administrated using Carmen; on the class website you will find the course syllabus, weekly readings, links to weekly homework assignments, announcements, and grades. **PLEASE BE SURE YOUR ANNOUNCEMENTS ARE TURNED ON or you will miss important messages.**

Weekly assignments will be submitted via Carmen, too. **It is strongly suggested that you take a screenshot or keep some form of proof that you submitted your assignment; alternatively, make sure you can open it in Carmen.** Like any technology, Carmen has glitches. The Carmen team cannot prove that you submitted an assignment if it does not show up, so make sure YOU can.

TECHNOLOGY SUPPORT

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at go.osu.edu/IT, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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.

GRADING AND FACULTY RESPONSE

How your grade is calculated, descriptions of major course assignments, and relation to learning outcomes

ASSIGNMENT CATEGORY		POINTS
[RELATED LEARNING OUTCOMES IN BRACKETS]		
Oral Presentation/Group Project – Critical Thinking Presentation (CTP): On Mondays, groups give reports to help their classmates think more critically about the topic we discuss that week. [1a,b,d,e; 2b,c,d; 3a,b]	CTP – Presentation (5) CTP – Group Grade (5)	10
Critical Thinking Paper (CTP) – Students go individually into their chosen topics, present all arguments, and propose the ideal solution. [1a,b,c,d,e; 2a; 3a,b]	CTP – Individual Paper (30)	30

Thesis Paper - Students write a 1000-1500-word thesis in 7 stages: topic statement; annotated bibliography [1a,c,d,e; 2a,d; 3a,b]; outline [1a,c,d,e; 2a,d; 3a,b]; illustration 1e; 2c,d]; complete first draft [1a,c,d,e; 2a,c,d; 3a,b]; 250-word abstract [1c,e; 2a,d]; finished thesis paper [1a,c,d,e; 2a,c,d; 3a,b]; and critical thinking paper. The topic is an environmental issue of interest to each student. Students research a problem and solutions, choose a solution, cite evidence to support their decision and finally, think critically about every aspect of their solution.	Topic Statement Annotated Bibliography Outline Illustration First Draft Abstract Finished Thesis Paper Critical Thinking Paper	10 20 20 10 20 15 30 30
Weekly Assignments - Students do a short paper or project each week. At the beginning of the semester, we focus on the organization of good academic writing and writing a strong thesis. Later papers provide experience in professional writing likely to be required in most fields associated with the environment and natural resources. [1a,c,e; 2a,c (in some),d; 3a,b]	10 (x 6)	60
Quizzes - Quizzes on each week's lectures and reading materials will be given each week to assess understanding of the readings and lectures. [1a,d]	10 (x 15)	150
Participation - Students are graded on participation in lab discussions. [1a,b,d,e; 2b,d; 3a,b]	5 (x 15)	75
Total (More detailed explanations of each assignment and grading standards will be provided in class and in Carmen.)		460

Assignment Category Description

For all assignments, instructions, examples, and rubrics will be found in Carmen and addressed in lectures.

Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required. Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

ORAL PRESENTATION/GROUP PROJECT

The Critical Thinking Group Project will take place with different groups over the whole semester: 1) Each group will connect in discussion labs to plan oral presentations giving more in-depth thinking on their topic. **One group will present in each week's lecture.** Groups may meet in person or work in any way that works for all group members; time will be provided in each lab for group work.

After completing this assignment, students should be able to

- Efficiently access, analyze, and use information critically.
- Apply oral, written, and visual communication skills in the context of group work.
- Access, analyze, and use information to think critically about an environmental issue
- Express ideas effectively.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students will work with their groups to on this presentation. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required.

Grading: The presentation is worth 10 points: 5 points for the oral presentation and 5 points for your group work. Group members will grade each other on group work.

THESIS PAPER

The thesis paper gives students the opportunity to access and use information in academic writing. Every student writes a scaffolded 1,000-1,500-word thesis paper with different parts building on each other throughout the semester. The first part is a simple topic statement, followed by an annotated bibliography, outline, illustration, first draft, abstract, revised draft, and critical thinking paper. During this process, students identify an environmental issue of concern to them, research the problem, decide on a thesis, and then communicate their argument and supporting evidence in clear academic writing. Each part will be turned in to Carmen, and students will use grading comments to improve each iteration.

After completing this assignment, students should be able to

- Efficiently access, analyze, and use information critically.
- Apply written and visual communication skills in the conventions of academic writing.
- Read critically and express ideas effectively.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students will have an opportunity to work with their peers, and collaborating and proofreading with your peers is encouraged. While you are encouraged to get advice on your drafts, the final products must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book

research for the assignment is required. Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

Grading: Each piece of the thesis paper is worth a different number of points and has its own rubric, which is contained with each assignment and in the Speedgrader.

WEEKLY ASSIGNMENTS

In the weeks between the scaffolded pieces of the thesis paper, students will submit short writings to help them improve their writing style and, toward the end of the semester, gain experience in professional writing. The beginning writings include a short thesis, an explanatory writing, a narrative writing, a business letter, a press release, and a flier. For all assignments, instructions, examples, and rubrics will be found in Carmen.

After completing these assignments, students should be able to

- Express ideas effectively
- Apply written and visual communication skills to their future career work.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students will have an opportunity to work with their peers through a peer review discussion board, and collaborating and proofreading with your peers is encouraged. While you are encouraged to get advice on your papers, the final product must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required.

Grading: Each assignment focuses on a slightly different aspect of writing and has its own rubric. All weekly writings except the thesis paper are worth 10 points.

QUIZZES

Students will complete one quiz each week. Each quiz consists of 10 multiple-choice type questions that assess understanding of the previous week's lecture and the current week's readings. All quizzes are taken through Carmen and are due before discussion posts to encourage high-quality discussions. Students will have 10-minutes to take each quiz and one attempt.

After completing these assignments, students should be able to

- Read carefully
- Use information critically and analytically

Academic integrity and collaboration: Quizzes are open-book and note but must be taken independently without assistance from others. Collaborating or completing quizzes with others is not permitted.

Grading: Quizzes consist of 10 multiple-choice questions. Each question worth 1-point. Quizzes are automatically graded by Carmen. All efforts are made to ensure that quiz questions are accurate and fair. If a mistake is found, grades will be adjusted in the student's favor after the due date.

PARTICIPATION – HYPOTHESIS ASSIGNMENTS AND DISCUSSIONS

Participation points are awarded through weekly discussion labs in smaller groups on Wednesdays. After reading the week's assignments, students will attend discussion labs, with each discussion worth 5 points. Discussions are conducted in smaller groups (25 students in each lab with smaller discussion groups to begin each lab) and based on instructor prompts. The prompts ask students to analyze the week's authors, writing instructions, and environmental topics and discuss their analysis and critical thinking with group members. The discussions are designed to provide learners an opportunity to analyze and apply concepts learned in lectures and assigned readings.

After completing these assignments, students should be able to

- Read carefully
- Analyze, discuss, and express ideas effectively
- Use information critically and analytically

Academic integrity and collaboration: All discussions can be open-book and note. Students will analyze questions with their small groups and share their thoughts with the whole class. Using work from previous courses or written by others is not permitted. Citations should be included when referring to others' work.

Grading: The following criteria will be used to assign grades for all discussion assignments:

- **Annotating Hypothesis (2 pts):** Students earn points for commenting on readings.
- **Attending Class (1 pt):** Students are awarded one point for just showing up.
- **Engaging and Contributing to Discussion (1 pt):** One point is earned for adding significant points to the discussion and not zoning out or keeping eyes glued to a laptop or phone.
- **Respectfulness (1 pt):** One point is earned for being able to see others' viewpoints and add to them or disagree in a nonjudgmental way.

EXTRA CREDIT

Many opportunities will be available throughout the semester, but the following ESSREP opportunity can earn you extra credit and give you experience in research studies:

Environmental and Social Sustainability Research Experience Program (ESSREP)

The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your.osu email address at <https://osu-essrep.sona-systems.com>. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website <https://ess.osu.edu/subject-pool/research-option> for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website <https://ess.osu.edu/subject-pool/papers-option> for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at eilers.14@osu.edu by January 21st.

A total of **up to 2 research credits** will be possible as extra credit for this course.

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Ellen Eilers at: eilers.14@osu.edu. **Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.**

Late assignments & Make-up work

If you are expecting a situation in which you might miss a due date, let your instructor know in advance. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). However, documentation for illness and university-sanctioned events allows a little flexibility in due dates. Documentation includes communications and emails from medical practitioners or explanations of scheduled university-sanctioned events on university letterhead, signed by the professor, coach, or supervisor in charge. Please refer to the course schedule below and Carmen for due dates. If you are facing extenuating circumstances, please reach out to the instructor as soon as possible to discuss alternatives.

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

I **never** round grades up or down. I let the Carmen system figure the grades. However, many extra-credit opportunities are available, so you can make sure your grade is rounded up! Be sure to finish extra-credit assignments before due dates. Last-minute scrambles for grades do not help. My job is to help you learn lessons of value to you. It is your job to determine what your grade will be by the amount of effort you invest.

OTHER COURSE POLICIES

Student participation requirements

While discussion labs are required for participation points, you are adults, and I do not require you to be in lectures if you do not want to be. But you will miss important concepts, and your grades will suffer if you do not come to class. The slides are posted in Carmen for me to pull up in class, and note-taking pages are included to help you write less and participate more; however, answers to quiz questions and many details for writing assignments will not be found in note-taking pages unless you are in class writing them down. As in all college classes, high grades can only be expected if you attend classes, pay attention, and take notes. If you are not able to attend a lecture for a documented reason, let me know as soon as possible.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes and exams:** Quizzes are open-book and open-note, but you will NOT have time to look up everything, and you only have one opportunity to take the quiz, not two. So you will need to know the material just as you would in any other class. You must complete quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. In writing for this class, you should follow the APA citation style through OSU's [APA style](#) or the [Purdue OWL's APA Formatting and Style Guide](#) (for more detailed information) to cite the ideas and words of your research sources. You are encouraged to work with peers and ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **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 have explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful when it comes to dividing work, taking credit, and receiving grades and feedback. As you will notice in the assignment table, you will grade your group members. These assignments give you important experience with oral presentations and group work, but I hope they will be fun, too.
- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in the final submission of your assignment.
- **Turn-it-in statement:** Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the **Committee on Academic Misconduct (COAM)** and **Section A of Ohio State's Code of Student Conduct** in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following **Section A of Ohio State's Code of Student Conduct** as appropriate. For more information about Turnitin, please see **the vendor's guide for students**. Note that submitted final papers become part of the Ohio State database.

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* (studentconduct.osu.edu), 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 the instructor suspects that a student has committed academic misconduct in this course, I am obligated by university rules to report my 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 me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Artificial Intelligence and Academic Integrity at The Ohio State University

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Using AI in this Course

Learning to use AI (e.g., ChatGPT and image generation tools) is an emerging skill that you will likely need to develop and master to be successful in your professional career. Recognizing this, you are permitted to use tools like ChatGPT to aid in you in completing assignments in this course. However, you should use these tools as an aid and not to do the bulk of your writing.

REQUIREMENTS AND LIMITATIONS WHEN USING CHATGPT

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything ChatGPT says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end

of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.

- See these examples for [how to cite ChatGPT](#) using APA style citation.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Copyright for instructional materials

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.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and

curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

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 or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (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.

ACCESSIBILITY STATEMENTS

- [CarmenCanvas accessibility](#)
- [Microsoft Office accessibility](#)
- [CarmenZoom accessibility](#)

PRIVACY STATEMENTS

- Privacy at Ohio State
- CarmenCanvas privacy
- Microsoft Office 365 privacy
- CarmenZoom privacy

CLOSING REMARKS

I would like you to get something valuable to you from this course, and that requires a lot of interaction. Labs will be mostly you speaking, but please feel free to participate in lectures, too: by asking questions, adding insights, or disagreeing. I want you to feel free to voice your thoughts beyond the feedback assignments.

After your learning to think critically and write powerfully, my main goal is that we all have fun. So please speak up if you have ideas!

COURSE SCHEDULE SPRING 2024

Wk	Dates	Topics, Readings, Assignments, Deadlines (quizzes due Tuesdays, 11:59; writings due Fridays, 11:59); All <i>American Earth</i> readings are signaled by "AE."
1	M-1/8 T-1/9 W-1/10 F-1/12	Introductions Readings: Begin <i>Silent Spring</i> (suggested pp 1-50) and next week's assignment Lecture: Introductions to syllabus, learning expectations, polarization; Quiz 1 – Biosheet (in Carmen-due Tues, 11:59 pm) Labs: Introductions to each other; think about discussion rules Writing Due: Thesis Paper Topic; extra-credit syllabus quiz (Friday, 11:59 pm)
2	M-1/15* T-1/16 W-1/17 F-1/19	Environmentalism and Original Inhabitants: Native Americans Readings: Neihardt, 1932(Carmen); Momaday, 1976 (AE: 570-581); Walker, 1982 (AE: 659-670) Krech, 2005(Carmen); <i>skim</i> Cronon, 1983(AE: 632-658); (<i>Sil. Spring</i> 50-100) No lecture: *Martin Luther King Jr. Day; Quiz 2 (Tues) Labs: Begin critical reading/research; paradigms; presentations; discuss authors, Native Americans as environmentalists, go over presentations Writing Due: Native American Thesis Exercise (Friday, 11:59 pm)
3	M-1/22 T-1/23 W-1/24 F-1/26	Beginnings of American Environmentalism - Transcendentalism & Preservation (1800s) to Progressive Conservation (1901-1910) Readings: Catlin, 1841 (AE: 37-45); Thoreau, 1861 (AE: 26-36); Marsh, 1864 (AE: 71-80); Pinchot, 1910 (AE: 172-180); Muir, 1911 (AE: 98-104); (<i>Silent Spring</i> 100-150) Lecture: "Researching Your Topic," Jessica Page; Group A; Finish critical reading & research; Aristotelian rhetoric; demands in writing; citation systems; Quiz 3 (Tues) Labs: Discuss authors, preservation & conservation paradigms Writing Due: Annotated Bibliography
4	M-1/29 T-1/30 W-1/31 F-2/2	Resource Conservation – Soil/Dust Bowl (1930s) Readings: Darling, 1930 (AE: 224); Marquis, 1935 (AE: 235-238); Henderson, 1936 (AE: 239-244); Steinbeck, 1939 (AE: 254-257); (<i>Silent Spring</i> 150-200) Lecture: Group B; begin audience knowledge; quotes; explanatory writing; similes and metaphors; Quiz 4 Labs: Discuss authors, Dust Bowl Writing Due: Dust Bowl Assignment Audience Exercise
5	M-2/5 T-2/6 W-2/7 F-2/9	5 & 6 - Resource Conservation with Leopold (1945) Readings: <i>A Sand County Almanac</i> , Aldo Leopold's months - January thru December (pp. 3- 66); (<i>Silent Spring</i> 200-250) Lecture: Group C; begin critical thinking & open-mindedness; avoiding bias in your writing; writing tools-transitions & flow; Quiz 5 Labs: Discuss Leopold's journal entries. Writing Due: Thesis Paper Outline (with citations, NOT annotated)
6	M-2/12 T-2/13 W-2/14 F-2/16	Readings: <i>A Sand County Almanac</i> —Thinking Like a Mountain (129-132); The Land Ethic (201- 226); (<i>Silent Spring</i> 250-300) Lecture: Group D; wrap-up critical thinking; narrative writing; ease of reading; Quiz 6 Labs: Leopold essays discussion Writing Due: Leopold Thesis & Narrative Writing Exercise
7	M-2/19 T-2/20 W-2/21 F-2/23	Beginning of Modern Environmental Movement (Early 1960s) Readings: Finish reading <i>Silent Spring</i> Lecture: Group E; Clarity and simplicity; illustrations; Quiz 7 Labs: Carson's writing and <i>Silent Spring</i> discussion Writing Due: Illustration Assignment (Extra Credit-Midterm Feedback)

Wk	Dates	Topics, Readings, Assignments, Deadlines (quizzes due Tuesdays, 11:59; writings due Fridays, 11:59); All <i>American Earth</i> readings are signaled by "AE."
8	M-2/26 T-2/27 W-3/28 F-3/1	Population and the Environment (Late 1960s & 1970s) Readings: Ehrlich, 1968(AE: 434-37); Hardin, 1968(AE: 438-50); Brower, 1975(AE: 554-58) Lecture: Group F ; Diffusion of innovation; the power of words; passive voice; Quiz 8 Labs: Authors; discuss overpopulation & solutions Writing Due: First Draft of Thesis Paper (Extra Credit-Plagiarism Quiz)
9	M-3/4 T-3/5 W-3/6 F-3/8	Instigating Change (1970s – present) Readings: Lovins, 1976 (AE: 559-569); Berry, 1977 (Carmen); EarthFirst! 1984 (Carmen); Hill, 2000 (AE: 907-918) Lecture: Group G ; Reaching our audience: facts, values, emotions; Quiz 9 Labs: Writing and how we should bring about change Writing Due: Business Letter (EITHER Letter to Editor OR Letter to Legislator)
SPRING BREAK 3/11 – 3/15		
10	M-3/18 T-3/19 W-3/20 F-3/22	Environmental Toxins and Health (1980s – present) Readings: Gibbs, 1982 (AE: 609-621); Altman, 2015 (link in Carmen) Lecture: Group H ; Triggers; abstracts; Quiz 10 Labs: Authors; toxins – why, and what are we willing to do to avoid them? Writing Due: Thesis Paper Abstract
11	M-3/25 T-3/26 W-3/27 F-3/29	Environmental Justice (Bill Clinton, Executive Order 12898 – 1994) (present) Readings: Chavez, 1986 (AE: 690-695); Bullard, 1990 (725-736) Lecture: Group I ; Audience constraints/Maslow; conclude academic writing; Quiz 11 Labs: Authors; causes of and solutions for environmental injustice Writing Due: Finished Thesis Paper
12	M-4/1 T-4/2 W-4/3 F-4/5	Climate Change (present) Readings: McKibben, 2012; Rampell 2015-Carmen for both Lecture: Group J ; Framing; audience biases; press release & windows; Quiz 12 Labs: Authors; climate change and solutions Writing Due: Press Release (Extra Credit-The Social Dilemma)
13	M-4/8 T-4/9 W-4/10 F-4/12	Food and Agriculture (present) Readings: Borlaug, 2000; Marshall, 2012; Holt-Gimenez et al. –Carmen for all. Lecture: Group K ; Food/agriculture/hunger/pollution; Formatting; review/apply illustration & audience concepts; Quiz 13 Labs: Authors; food & agriculture Writing Due: Flier
14	M-4/15 T-4/16 W-4/17 F-4/19	Consumerism (present) Readings: <i>The Economist</i> , 2013; Baker, 2015; The Simplicity Collective, n.d. –Carmen. Lecture: Group L ; Consumerism; Current writing issues; Quiz 14 Labs: Authors; consumerism & economic growth Writing Due: Critical Thinking Paper
15	M-4/22 T-4/23 W-4/24 F-4/26	Wrap Up Readings: TBD Lecture: Creative Writing on the Environment; Quiz 15 - Comprehensive Writing Due: Creative Communication (due Friday) Extra Credit-End-of-Semester Feedback (due Friday)