Syllabus Spring 2021
NRES 150: People, Resources and the Biosphere (3 Cr.)
For Natural Resource Majors

Lecture: Virtual Classroom—Online, synchronous, class meetings in Zoom
Tuesdays & Thursdays, 3-3:50 pm
Discussion: See section times and locations below

Lecture Instructors (& Office Hours)	E-mail
Dr. Becca Franzen (BF), Lead Instructor Th 10-11am and by appointment https://uwsp.zoom.us/j/91646343520?pwd=UXlra3cwYytFenZiWk1ySjJtRSt6UT09	Becca.Franzen@uwsp.edu
Dr. Cady Sartini (CS) T 1-2 pm, W 9-10 am https://uwsp.zoom.us/j/7153464546	Cady.Sartini@uwsp.edu

Discussion Section	Discussion Leaders	Room	Time	E-mail
02D3	Dr. Robert Michitsch	Virtual Classroom	W-1-1:50	Rob.Michitsch@uwsp.edu
02D4	Dr. Laura Anderson	Online	Asynchronous	Laura.Anderson@uwsp.edu
02D5	Peggy Farrell	Virtual Classroom	Th – 2-2:50	Peggy.Farrell@uwsp.edu
2HD1	Dr. Holly Petrillo	Virtual Classroom	Th- 10-10:50	Holly.Petrillo@uwsp.edu

1. Course Description and Goals
a) Course Description
This course introduces and explores the sustainability of coupled social-ecological systems. We will focus on the following broad subject areas:
- The ecological dimensions of natural resources including energy, water, wildlife, soil, and waste;
- The social dimensions of natural resources including diversity, ethics and values, environmental justice, and environmental conflict; and
- The economic and institutional dimensions of natural resources including paradigms for resource management and economic activity, governance and policymaking, personal lifestyle choices, food production, and climate change.

In addition, we will examine the interconnections and interactions between these ecological, social, and economic domains and will learn about both the challenges and opportunities we face as natural resource professionals.

b) **Course Learning Outcomes**

This course fulfills the GEP requirements for Environmental Responsibility (ER) and Social Sciences (SS). By the end of this course students will be able to:

1. Recognize areas of interaction between human society and the natural environment.
2. Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.
3. Evaluate competing scientific claims that inform environmental debates.
4. Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
5. Examine and explain how social, cultural, or political institutions influence individuals or groups.

c) **Course Organization**

This course meets twice a week as a combined lecture section and once a week in separate discussion sections.

- **Lecture:** We will discuss human interconnections and interactions with natural resources. Lectures will take place online in Zoom. Lecture material will be assessed through exams.
- **Discussion section class meetings:** You will discuss readings, assignments, and materials related to key concepts of the course. You will investigate and discuss contemporary sustainability challenges facing humanity, develop critical thinking skills, explore environmental career opportunities, and assess the sustainability of your lifestyle. Grades for this course are assigned by your discussion instructor. Discussion absences, missed assignments, or other problems should be communicated to your discussion instructor.

2. **Course Materials**
   a) *A Sand County Almanac with Essays on Conservation (SCA)* ISBN 978-0-195146-17-2
      Aldo Leopold
      - You can obtain the book through Text Rental.
      - Reading assignments from the text are listed on your weekly course schedule in your syllabus.
      - Assigned readings are testable material
   b) Canvas (https://www.uwsp.edu/canvas) is UWSP's online learning management system. You are required to use this site to obtain NRES 150 course materials, take exams, and upload assignments. A demonstration for accessing the course site will be provided during the first meeting of your weekly discussion section.
      - Materials that you will need to access on this site throughout the semester include:
        (1) Course syllabus and schedule - Information found in this course syllabus includes a schedule of lectures, tests, discussion activities, and assignments.
        (2) Course requirements - Class assignments, exams, point distributions, and grading procedures.
        (3) Lecture handouts - PowerPoint files, outlines, and study objectives (depending on the instructor).
        (4) Instructions and materials for all discussion assignments.
        (5) Posting of your grades for lecture exams and discussion assignments.
        (6) Other miscellaneous items.

3. Course Requirements

a) Participation:
- Participation is crucial to your success in the course. Lecture and discussion instructors will use examples and audio-visuals to clarify assignments and readings.
- Active participation in all discussions and lecture activities are expected.
- You cannot afford to miss course content or fall behind in exams or assignments.

b) Assignments/Late Assignments:
- To receive full marks, assignments must be uploaded to the drop-box on the course Canvas site before your discussion section class meeting.
- Assignments turned in after the due date will be considered late and may be subject to a 10% reduction per day at the discretion of your discussion instructor. For example, a 100-point assignment that is two days late will, at most, be worth 80 points.
- Written work presented in an improper manner may result in having to rewrite the assignment and/or a reduction in points earned.
- Assignments should be complete and well written (listen carefully to the directions provided by your discussion instructor).
- Review assignment rubrics prior to submission in order to do your best work.

c) Plagiarism:
Plagiarism of any type in your work is unacceptable - consequences for plagiarism may range from an oral reprimand to expulsion from the University. Plagiarism is defined as deliberate or accidental use of ideas, research, or words of another person without fully attributing them to their original sources.
- Obvious examples of plagiarism include turning in someone else's work as your own, cutting and pasting website text into a paper, or failing to properly cite another author's work.
- Less obvious forms of plagiarism involve paraphrasing the work of another author (or student) by simply rearranging a few words.
- All work must be your own. Do not copy or hand in the work of other students, authors, or sources.
- Citing Sources: When using other sources in your writing, be sure to credit those sources. Visit https://apastyle.apa.org/style-grammar-guidelines/citations for instructions for properly citing sources including books, articles, journals, newspapers and internet sources, both (a) within the text and (b) at the end of your reports/papers.
- Wikipedia (and similar online encyclopedias) are not considered citable sources for this course.
- If you are in doubt about whether something constitutes plagiarism, ask your discussion instructor.
- UWSP Plagiarism Detection Software will be used to evaluate your assignments and identify violations.

d) Course Etiquette:
As a matter of respect for your peers and instructors:
- Class meetings start promptly, so please arrive on time.
- Class meetings end when the professor dismisses class. Please do not begin shuffling papers and packing up early. This is disrespectful to your peers and instructor.
- If you know that you will be arriving late or leaving early for a legitimate reason (e.g., doctor's appointment), please notify the instructor in advance.

- Behavior that may be distracting and disrespectful (i.e., sleeping in class, inappropriate background in Zoom, cell phone ringing, profanity, etc.) may result in you being asked to leave class.
- If you need to contact your lecture or discussion instructor by email for any reason, then please compose your message in a professional, business-like manner (proper greeting, grammar, punctuation, etc.).

5. Grades and Grading Scale - Total Possible Points: 600

Final grades will be based on the percentage of total points that you earn on your participation, exams, and assignments. The grading scale listed below indicates what percentages are required to earn a certain grade.

93-100 = A	83-86 = B	73-76 = C	60-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	0-59 = F
87-89 = B+	77-79 = C+	67-69 = D+	

a) **Lecture 300 points**
   Exams – LO #1, 2
   - 2 midterm exams, each worth 100 points, as scheduled in this syllabus.
   - 1 final exam for a total of 100 points will be given during the final exam week. It is comprehensive in nature, meaning that you will be expected to retain and apply key concepts from throughout the semester. However, most of the questions will focus on class material following your last midterm exam.
   - Questions on all exams may cover material from lectures, textbook, and assigned readings.
   - *Make-up exams will only be given under* **extraordinary circumstances** *and with written documentation justifying why the scheduled exam was missed.* **To make arrangements for a make-up exam, directly contact your** <u>**discussion instructor**</u> **no later than 24 hours after the missed exam.**
   - The exam will be administered in Canvas.

b) **Discussion 325 points**
   Your discussion instructor will introduce the following assignments in class and provide additional details. Grading rubrics for each assignment are available in Canvas. The name of the assignment, point value, and corresponding learning outcome are identified below:
   - Sustainability self-assessment assignment (50 points) – LO #1, 2
   - Stakeholder analysis assignment (50 points) – LO #3, 4, 5
   - Agency and career assignment (50 points) – LO #1, 5
   - Group sustainability conflict assessment project (150 points) – LO #2, 3
   - Textbook (Sand County Almanac) monthly essay reflections (25 points) – LO #1

c) **Participation 25 points**
   It is expected that you will fully engage in course meetings and with course content for both lecture and discussion. If you are unable to participate in synchronous class meetings, please notify your discussion section instructor to make arrangements.

University of Wisconsin Stevens Point
College of Natural Resources-Principles of Professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity
Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality
Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility
Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity
Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness
Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property
Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

Communication
Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality
Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Online academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So, please take extra care to ask questions, answer questions, and use chats in a respectful way. Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely) , it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here:
https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: https://www.uwsp.edu/DOS/sexualassault Title IX page:
https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx

Disability and Accommodations

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: https://www.uwsp.edu/dca/Pages/default.aspx.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. **Center for Prevention – DFSCA**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.