

NRES 320: Natural Resource Public Relations and Social Science Spring 2019
(3 credits, one 50 minute lecture, one 1-hour 50 minute discussion per week)

INSTRUCTOR: Dr. Paul Doruska
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Class Time: Lecture (320-03): Mon. 5:00pm – 5:50pm TNR 320
Disc. (320-03D1): Mon. 6:00pm – 7:50pm TNR 320

Final Exam: Thursday, May 17, 2019, 5:00pm – 7:00pm, TNR 320

Office Hours: Wednesday 1:00-1:50pm, Thursday 11:00-11:50am
I am generally available to answer quick questions anytime I am in my office and the door is ajar. Larger, more time-consuming questions require meeting during office hours or an appointment. Questions can be posed via Canvas as well.

Prerequisites: implied junior level standing (as a 300-level course) and accepted into a CNR major or consent of instructor

Text: *Communication Skills for Conservation Professionals* (2nd Edition) by Jacobsen

Course Description

Theory, methods, and practice of natural resources social science including theoretical and practical stakeholder involvement and conflict resolution. Focus on developing skills in data collection and analysis and reporting.

You will be introduced to the following:

- What is natural resources social science, or human dimensions?
- What theories help us understand human behavior?
- What methods help us to measure and interpret variables related to humans and natural resources?
- What outreach methods impact human behavior, and how do we evaluate them?
- What communication methods are commonly used in Natural Resources?

Projects you will complete are designed to help you understand and apply appropriate communication, involvement, and analysis techniques in a variety of natural resource management scenarios.

Learning Outcomes:

1. Describe the importance of human dimensions in natural resource management.
2. Evaluate appropriate outreach tools.
3. Disseminate information via various communication channels.
4. Apply natural resources-based standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
5. Critique your own and others' writing/oral presentations to provide effective and useful feedback to improve your/their communication skills

Inclusive Environment:

This course (and our university!) is an inclusive environment. This course is intended to foster discussion, with respectful exchange of ideas and opinions. Disrespect and disparagement will not be tolerated. We have a great opportunity to learn from each other, and to appreciate and understand our differences. See also the CNR principles of Professionalism.

Students with Disabilities:

The university has a legal responsibility to provide accommodations and program access as mandated by Section 504 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated, but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability Services and Adaptive Technologies Center , 609 Library Resources Center, voice (715) 346-3365 or TDD (715) 346-3362

Attendance Policy:

Attendance will be taken/assessed and absences will reduce your final grade. This class is primarily discussion-based and will involve a fair amount of group work. Your group-mates will depend on you and you on them. As a student, and more so as a professional, you have responsibility to attend all scheduled class meetings. Absences from lecture/discussion due to illness, family emergency, or University sponsored activities may be excused provided a written explanation, provided by the student, is given to and acknowledged by the instructor prior to the intended absence except for emergencies in which case an explanation should be turned in as soon as practical. If unexcused absences occur on days when assignments are due, then it is your responsibility to see that the assignments are turned in prior to class on the assigned due date in order to receive credit. Attending a discussion section other than your registered section will not be allowed unless pre-approved by the instructor.

Missing lecture and/or discussions HABITUALLY almost always results in lower grades! You are strongly encouraged to attend all scheduled class meetings.

Instructor's tips:

- (1.) Come to class willing to learn and have fun, I certainly plan to do so.
- (2.) Keep up with the readings and the assignments.

Instructor's rules:

- (1.) Discussion of assignments between students is encouraged, however all work (unless part of any group projects) must be done independently.
- (2.) Cheating and/or plagiarism will not be tolerated (see also the CNR Principles of Professionalism)
- (3.) Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his academic materials; permission to post instructor-created material on any such site is unequivocally denied.
- (3.) If you plan to miss an exam or one of your planned presentations, you have to let me know ahead of time and explain why you will be unable to be present at the scheduled time. Unexcused absences from exams/presentations result in zeroes.
- (4.) Assignments are due at the start of class on the respective due dates. Late assignments will receive a score of zero.
- (5.) All written work is expected to be grammatically correct, neat, and well organized. Work that is sloppy, hard to read, does not follow prescribed format, and/or contains many spelling and/or grammatical errors will be graded with a 0.
- (6.) Cell phones will be put into pockets/backpacks/bags or otherwise stowed away. Appearance of your cell phone during class will indicate your disinterest in and focus on the topic and will thus count as an absence - you will *lose attendance points*.

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

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.

Academic misconduct will not be tolerated. Note the following as per the Univ. of Wisc.-Stevens Point Community Bill of Rights and Responsibilities:

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

(1.) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance;

or

(f) Assists other students in any of these acts.

(g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWSP 14.04 DISCIPLINARY SANCTIONS.

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of s. UWSP 14.05, 14.06 or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student;
- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of academic misconduct.

Required Statement on Emergency Preparedness:

"In the event of a medical emergency, call 911 or use the emergency phone located outside TNR Rm 151 or 172 on the first floor; TNR 2nd floor between Rms 252 and 255 or between Rms 219 and 221; TNR 3rd floor by Rms 320 or 358 (on other side of hall). Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, stay in TNR 240 if in that room or if in TNR 352 or 359, proceed to the TNR second floor or southern 1st floor hallway

In the event of a fire alarm, evacuate the TNR building in a calm manner. Meet at the northwest corner of parking lot E. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmqg for details on all emergency response at UW-Stevens Point."

Total Points Available and Course Grading

Assignment points (Total 1000)

Attendance/Participation	150 (15 deducted per absence/non-participation; 50 points deducted per conflict presentation day absence)
Reading Quizzes & comments	100
Interview of Professional (questions)	25
Interview of Professional (answers)	50
Resume	50
Grant Review	30
Extemporaneous Speaking	50
Impact statement (written)	50
Grant Project (group)	75
Foundation Search	25
Social Marketing (group)	75
Cliché Presentation (oral)	15
Public meeting evaluation	75
Public comment	30
Conflict Presentation (group)	100
Final exam	100

Grading:

Normally, cumulative percentages will be rounded to the nearest tenth and course grades will be assigned as follows (instructor reserves the right to curve):

92.6% or higher	A	77.6% to 79.9%	C+
90.0% to 92.5%	A-	72.6% to 77.5%	C
87.6% to 89.9%	B+	70.0% to 72.5%	C-
82.6% to 87.5%	B	67.6% to 69.9%	D+
80.0% to 82.5%	B-	62.6% to 67.5%	D
		60.0% to 62.5%	D-
		Less than 60%	F

Course Outline

Week of 1/21: No Classes in Honor of Martin Luther King Day

Week of 1/28

Lecture (reading Chapter 1): Syllabus, Introduction to NR Communications

Discussion: Alligator River Story; Introduction to Extemporaneous Speaking; Introduction to Public Meeting Attendance Assignment; Grammar Police exercise; Introduction to the Interview of Professionals Assignment.

Week of 2/4

Lecture (reading Chapter 2): Behaviors/Attitudes/Norms

Discussion: "What do you do?"; Behavioral Interviewing exercise; Interview of Professionals Assignment

Week of 2/11

Lecture (reading - Chapter 4; quiz; bring 2 comments): Quantitative Methods/Qualitative Methods

Discussion: Grants/Grant Applications

Week of 2/18

Lecture (reading - Chapter 5; quiz; bring 2 comments): Qualitative Methods

Discussion: Resumes/Grant Application work time

Week of 2/25

Lecture (reading - Chapter 3; quiz; bring 2 comments): Designing a Program/Social Marketing; online book source

Discussion: Clichés/Social Marketing Campaign

Week of 3/4

Lecture (reading – Idaho recreation [Canvas]; quiz; bring two comments): Stakeholder Involvement

Discussion: Cliché presentations; Foundation Search;

Week of 3/11

Lecture (reading – Citizen Participation [Canvas]; bring two comments): Citizen Participation/Stakeholder Involvement

Discussion: Public Comment Site and Assignment; Impact Statement Assignment; Public comment Work Time

Week of 3/18

Spring Break – No Classes

Week of 3/25

Lecture (reading – Chapter 6; bring two comments): Types of Participation/Activities

Discussion: Resumes due; Impact statements due; Interview Summaries; Social Marketing work time

Week of 4/1

Lecture (reading – Chapter 7 pages 207 to 224 only; quiz; bring two comments): Participation/Collaboration

Discussion: Negotiation; Stakeholder/conflict exercise; Conflict Assignment

Week of 4/8

Lecture Stakeholder Involvement case study

Discussion: Social Marketing Presentations; Work on conflict presentations!

Week of 4/15

TBD

Week of 4/22

Lecture: World Café method

Discussion: World Café in practice

Week of 4/29

Lecture: (reading – Chapter 11; quiz; bring two comments): Program Evaluation

Discussion: Conflict Presentations

Week of 5/6

Lecture: Public Meeting Discussion and Course Wrap-up

Discussion: Conflict Presentations

Week of 5/13

Final exam timeslot: Thursday May 16, 2019, 5:00pm – 7:00pm, TNR 320