

# NRES 474- Integrated Resource Management syllabus

## Spring 2024

Instructor	Email	Phone	Office & hours
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### Course Description

Current issues, problems, trends in integrated management of resources; principles used to form and implement natural resources policy. A special focus on public engagement, critical thinking, problem solving, and case study analysis. Available for graduate credit as NRES 674.

### Learning Objectives

1. You will be able to describe and analyze the interdisciplinary nature of natural resource management problems.
2. You will develop your critical thinking skills to solve natural resource problems.
3. You will be able to develop solutions to natural resource problems that consider human and environmental needs.
4. Develop and demonstrate public engagement skills regarding a natural resource issue.

### Course Time & Location

Lecture	Mon	11:00 - 11:50 AM	TNR 320
Discussion	Wed	1:00 - 2:50 PM	TNR 320

### Course Materials

There are no required textbooks for this course. All course materials, including assigned readings, will be provided in class as hard copies or electronic resources. An internet connection is required.

### Assessment

I will track your progress towards meeting the course learning objectives by grading your performance in the following areas and then assign a final grade.

<u>Component</u>	<u>Weight</u>
Quizzes (2)	20%
Final exam	30%
Discussion/participation	20%
Digital story project	30%

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	Below 65

***\*I will not adjust your grade up at the end of the semester just because you are “close” to the next grade. I do not give extra credit at the end of the semester. You must do the work during the semester to earn the grade you want and are capable of. I will round up from .5 to the next higher whole number.***

### **Quizzes**

Two midterm quizzes will be given to assess what you’ve learned after learning modules 1 and 2.

### **Final Exam**

There will be a cumulative final exam at the end of the semester to assess what you’ve learned overall throughout the semester.

### **Discussion/Participation**

The goal of Discussion is to reinforce and practically apply topics covered in lecture. It is also designed to develop your critical thinking and problem solving skills. We will accomplish this through *discussion of readings and management scenarios* and a *natural resource digital story project*. Participation is required. Each week during Discussion we will analyze a reading, management topic, case study, or current event (see Schedule). You must complete assigned readings or research prior to class and be prepared to discuss the reading or topic in class. Each student is expected to contribute to the discussion each week and work on their story project. Contributions in class will be scored according to the following scale: 3- outstanding; 2- adequate; 1- minimal; 0- no contribution/ absent. Students will also be expected to conduct peer evaluations of digital story projects. Lecture participation will be assessed periodically with in-class assignments and attendance.

### **Digital Story Project**

To develop your public engagement, critical thinking, and problem solving skills, each student will complete a digital story project due at the end of the semester. Students will address a natural resource issue, chosen in consultation with the instructor, with a 5-10 minute multi-media story presentation including audio, video, images and text. Student can work in pairs, or individually, but each student must contribute equally to the project, which I will assess with peer evaluation. Further instructions will be given in class.

## **Attendance**

Attendance is mandatory. You have two “no-questions-asked” excused absences. Use them wisely. Students will be expected to make up any work they miss. The instructor will provide the student with a makeup assignment which you will have one week to complete.

## **Communication**

Students are expected to routinely check their UWSP email and the Canvas course site for updates and materials.

## **Due Dates/Late Policy**

All assignments are due on the specified due date at the beginning of class. Late assignments will incur a **10% penalty the first week they are late and a 20% penalty the second week they are late. Late assignments will not be accepted after two weeks. *You are responsible for your own time management and keeping up with due dates.*** Serious medical or mental health emergency (self, parent, spouse, child), death of immediate family member (sibling, spouse, child, parent), military deployment, student-athlete sporting event, and natural disaster (e.g., tornado, flood, blizzard) may be cause for extending a due date if I am notified **prior** to the due date (email and voicemail have date and time stamps) and you can **document** (e.g., Dr.’s note) your absence.

## **Course Effort/Study**

I believe being a full-time University student is akin to having a full-time job. A full-time job generally equates to at least 40 hours of work per week. You will only spend approximately a third of this time in class. You must spend the additional time on **your own** studying, reading, completing assignments, etc. To get the most out of this course and your University experience (i.e., grades, knowledge, skills, etc.), **you** must put in the time outside of class. A good rule of thumb is to plan on spending two hours of outside preparation for every hour you spend in class. Budget this time into your weekly/monthly planner.

## **Academic Integrity**

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don’t do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the “Student Academic Standards and Disciplinary Procedures” section of the Community Rights and Responsibilities document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at:

<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

Lecture materials and recordings for NRES 474 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes

to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Professionalism and Behavior**

A professional is competent, reliable, respectful, and has integrity. It is a necessary attribute for most careers, particularly law enforcement. It is never too early to begin developing a professional mindset, e.g., being on time with the appropriate equipment, being competent and knowledgeable in your field, completing assignments correctly and on time, being respectful to others, etc. **I may deduct up to 5% of your final course grade for lack of professionalism,** e.g., absences, profanity, disrespect, sleeping, texting, phone calls, video games, talking, using electronic devices, earbuds, i.e., anything that takes your full attention away from class or distracts your classmates or instructor. You may be asked to leave the class if you don't correct unprofessional behavior. If the conduct continues, the Associate Dean for Academic Affairs and the Dean of Students may get involved.

### **Disability Policy**

Please discuss with me as soon as possible any concerns you may have regarding a disability so we can accommodate you as per UWSP policy.

### **Emergency Procedures**

If you see/hear something, say something.

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at location 200 yards from building. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

(Source: UWSP Risk Management Dept.)

## Tentative Schedule

Week	Date	Topics	Assignments
Module 1- Public Engagement			
1	1/22	Course introduction Introduction to Integrated Resource Management	IRM readings
	1/24	Engaging the public, introductions, form teams, Principles of Professionalism	Decker et al. 1996
2	1/29	Digital storytelling 1	<a href="https://guides.lib.uoguelph.ca/DigitalStory">https://guides.lib.uoguelph.ca/DigitalStory</a> <a href="https://libguides.udayton.edu/c.php?g=1345985&amp;p=9991588">https://libguides.udayton.edu/c.php?g=1345985&amp;p=9991588</a> <a href="https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/samhsa-storytelling-guide.pdf">https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/samhsa-storytelling-guide.pdf</a>
	1/31	Current event discussion, story ideas & concepts maps, project planning	
3	2/5	Digital storytelling 2	Same as above
	2/7	Current event discussion, script outline	
4	2/12	Quiz 1: Public engagement & digital storytelling	Same as above
	2/14	Current event discussion, script & storyboard, work on projects	
Module 2- Critical Thinking & Problem Solving			
5	2/19	Critical thinking 1	
	2/21	Current event, practical exercise, work on projects	
6	2/26	Critical thinking 2	
	2/28	Current event, practical exercise, work on projects	
7	3/4	Problem solving	
	3/6	Cause & effect diagrams, brainstorming; read story scripts & peer review; work on projects	
8	3/11	Quiz 2: Critical thinking & problem solving	
	3/13	Discussion problem, work on projects	
	3/16- 3/24	SPRING BREAK	
Module 3- Case Studies in Integrated Resource Management			
9	3/25	What are case studies?	
	3/27	Case study 1, work on projects; present storyboards/peer review	
10	4/1	Management considerations	

	4/3	Case study 2, work on projects	
11	4/8 4/10	Federal lands Case study 3, work on projects	
12	4/15 4/17	State/county lands Case study 4, work on projects	
13	4/22 4/24	Private lands- agriculture Case study 5 (tentative), work on projects	
14	4/29 5/1	Private lands- forests Project presentations	
15	5/6 5/8	Private lands- rangelands Project presentations	
16	5/13	FINAL EXAM (8:00-10:00 AM)	

### **The University of Wisconsin – Stevens Point College of Natural Resources Principles of Professionalism**

**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.