

**Natural Resources 794 and 795
Graduate Seminar – Fall 2019**

Course instructors

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By appointment

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Course information

Thursdays, 4-4:50pm, TNR 464

Course descriptions

NRES 794. Graduate Seminar. 1 cr. Discuss selected environmental and natural resource topics.

NRES 795. Graduate Seminar. 1 cr. Student presentation and discussion of selected environmental and natural resource topics including results of student research.

Instructional methods

This class is taught using discussions, individual presentations, and written assignments.

Seminar goals

The College of Natural Resources faculty have established the following goals for NRES 794 and NRES 795 Graduate Seminars:

NRES 794

1. Students will develop an understanding and appreciation for a wide variety of natural resource related research problems and methods.
2. Students will develop skills at critiquing published research and research presentations.
3. Students will critically evaluate factors related to their personal success in graduate school and in their profession.

NRES 795 (First Seminar)

1. Students will develop an understanding and appreciation for a wide variety of natural resource related research problems and methods.
2. Students will develop skills at critiquing published research and research presentations.
3. Students will critically evaluate factors related to their personal success in graduate school and in their profession.
4. Students will enhance their research and communication skills by presenting their research proposal to a group of peers*.

NRES 795 (Second or Third Seminar)

1. Students will develop an understanding and appreciation for a wide variety of natural resource related research problems and methods.
2. Students will develop skills at critiquing published research and research presentations.
3. Students will critically evaluate factors related to their personal success in graduate school and in their profession.
4. Students will enhance their research and communication skills by presenting the results of their research to a group of peers*.

**Students pursuing a non-thesis M.S. program will focus their presentation on their independent study project or an alternative subject approved by the instructor.*

Assignments

NRES 794

- | | |
|---------------------------------------|-----|
| 1. Attendance and participation | 50% |
| 2. Written critiques of presentations | 50% |

1. Attendance and participation

Attend all class meetings. Actively participate in the class by asking questions and engaging in discussion. Absence from class for research and other professional experiences will be excused if the instructors are notified beforehand and the student shares his or her meeting or field experiences at the next class session.

2. Written critiques of presentations

The instructor provides critique forms. The written critique is designed to provide feedback to the presenter and stimulate the evaluations of abstracts and presentations. Student critiques are not used in grading presenters.

NRES 795

- | | |
|---------------------------------------|-----|
| 1. Attendance and participation | 30% |
| 2. Written critiques of presentations | 30% |
| 3. Written abstract | 20% |
| 4. Seminar presentation | 20% |

1. Attendance and participation

Attend all class meetings. Actively participate in the class by asking questions and engaging in discussion. Absence from class for research and other professional experiences will be excused if the instructors are notified beforehand and the student shares his or her meeting or field experiences at the next class session.

2. Written critiques of presentations

The instructor provides critique forms. The written critique is designed to provide feedback to the presenter and stimulate the evaluations of abstract presentations. Student critiques are not used in grading presenters.

3. Written assignment

Prepare an abstract for your presentation based on material shared in class. Draft abstract due on D2L by due date on calendar.

4. Seminar presentation

Presentations should be 20-25 minutes in length. Please allow 10 minutes for questions and 10 minutes for oral group critique. Email your abstract to the instructor to distribute to peers one week prior to your presentation.

Grading scale

90-100% = A

80-89 = B

70-79 = C

60-69 = D <60 = F

Course resources

All handouts provided during class, on D2L, or through email.

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

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 UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive

Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

Campus Emergency Procedures

- In the event of a medical emergency call 911 or use a campus Red Emergency Phone.
- In the event of a Tornado Warning, proceed to the lowest level interior room without a window. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify the instructor or emergency command personnel of any missing individuals.
- Active shooter – Run/escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet (turn phones to silent). Follow instructions of Emergency Responders.
- See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/mgt for details on all emergency responses at UW-Stevens Point.

Date	Presenter	Advisor	Title
Sept 5	Organizational meeting and introduction to the course; Presentation format		
Sept 12	Discuss writing abstracts, conference proposals, posters, evaluating and critiquing research		
Sept 19	Dr. Lee Dugatkin – TNR 170 – Visiting Speaker; Professor of Biology, University of Louisville		
Sept 26	Library Services – Troy Espe; ALB 316 Computer Lab		
Oct 3	NO CLASS		
Oct 10	David Palme	Kyle Herrman	Restoration of a headwater stream in central WI: A comparison of three techniques to enhance channel morphology in the Little Plover River
Oct 17	Discussion: Publishing Process		
Oct 24			
Oct 31	Alyssa Archuleta	Jacob Prater	Fire's effect on soil physical and chemical properties and plant community dynamics
Nov 7	Becky Gehri	Wes Larson	Genetic assessment of Boardman River fish populations before dam removal
Nov 14	Jasmine Johnson	Dan Isermann	Stock discrimination of Lake Sturgeon in the Lake Winnebago system using otolith and fin ray microchemistry
Nov 21	Chip Refsguard	Kendra Liddicoat	Emotional intelligence and camp culture at residential summer camp
Nov 28	Thanksgiving Break		
Dec 5	Alyssa Gunderson	Jacob Prater	Soil organic matter's effect on nitrogen use efficiency
Dec 12	Lucas Koenig	Dan Isermann	Interactions among walleye, lake whitefish, and yellow perch in Green Bay, Lake Michigan
Dec 19	FINAL COURSE EVALUATION (5-7pm)		