

**NRES 794 and 795: NATURAL RESOURCES GRADUATE SEMINAR  
FALL SEMESTER 2023 SYLLABUS**

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<b><u>Instructors:</u></b>	<b><u>Office</u></b>	<b><u>Phone</u></b>	<b><u>Office Hours</u></b>
Dr. Justin VanDeHey	TNR 178	715-346-2090	11:00-12:00 Tues. & Thurs.
Dr. Kendra Liddicoat	TNR 235	715-346-2028	1:00-2:00 Mon. & 3:00-4:00 Tues.

**Course Meeting Time and Location**

Tuesdays, 4:00-4:50, TNR 352

**Course Objectives:**

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.
4. Students will develop and refine scientific writing skills pertinent to their discipline.

*NRES 795 (If this is your 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.\*
5. Students will develop and refine scientific writing skills pertinent to their discipline.

*NRES 795 (If this is your 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.\*
5. Students will develop and refine scientific writing skills pertinent to their discipline.

*\*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.*

**Canvas:** This course will use the Canvas site to provide supplemental materials.

Course Canvas site: <https://uwstp.instructure.com/courses/612348>

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**Assignments:**

Attendance and Participation	20%
Written critiques of presentations	20%
Abstracts	15%
Oral Presentation	30%
Magazine Article, Blog, or Book Review	15%

**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.

**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 presentations. Student critiques are not used in grading presenters.

**Abstract**

Prepare an abstract for your presentation based on material shared in class. Email your abstract to the instructor one week prior to your presentation. Respond to feedback and then email to the class no later than the day before your presentation.

**Oral Presentation**

Proposal presentations should be 5-15 minutes in length. Results presentations should be 15-30 minutes in length. Your presentation will be followed by 5-10 minutes for questions and 5-10 minutes for oral group critique.

**Magazine Article, Blog, or Book Review**

Write a blog post or magazine article about your thesis research or a scientific topic that interests you. Or if you are not ready to share your own work, read a book related to natural resources written for the general public and review it using a double entry journal. Please write these for a lay or public audience. More details on this can be found on the Canvas site.

**Grading:** Your final grade for the course will be assigned based on the final percentage of total points you earned. Categories are as follows:

A 93.0–100%	B+ 87–89.9%	C+ 77.0–79.9%	D+ 67–69.9%
A– 90.0–92.9%	B 83–86.9%	C 73.0–76.9%	D 60.0–66.9%
	B– 80–82.9%	C– 70.0–72.9%	F 0–59.9%

Instructors reserve the right to adjust final course grade categories (*only* to your benefit) at semester's end.

**Students with Disabilities:** The University has a legal responsibility to provide accommodations and program access as legislated 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 one the course instructors as well as the [Disability Resource Center](#) at [drc@uwsp.edu](mailto:drc@uwsp.edu); (715) 346-3365; 108 Collins Classroom Center (CCC).

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## **NRES 794/795 TENTATIVE COURSE SCHEDULE**

**WEEK 1: September 5** – Introductions of students, faculty, and course

**WEEK 2: September 12** – Communicating your science

**WEEK 3: September 19** – Communicating your science

**WEEK 4: September 26** – Hannah Sabatier, Ben Vasquez

**WEEK 5: October 3** – Everett Johnson, Andy Thometz

**WEEK 6: October 10** – Ethan Beilfuss (30 min presentation)

**WEEK 7: October 17** – Griffin Bray, Ryan Bohlen, Erik Cristan, Brianna Woolever (5 min presentations)

**WEEK 8: October 24** – TBD

**WEEK 9: October 31** – Amanda Griswold, Rosalind Remsen

**WEEK 10: November 7** – Caden Jungbluth, Grace Corriveau, Dane Friis (5 min presentations)

**WEEK 11: November 14** – Shannon Finnerty, Becca Henningsen

**WEEK 12: November 21** – Thanksgiving (no class)

**WEEK 13: November 28** – Alicia Krause, Jacob Bergstrand

**WEEK 14: December 5** – Eric Naas, Zoe Kaminsky

**WEEK 15: December 12** – Matt Johns, Michael Holst

**WEEK 16 (Finals Week)** -- Course wrap up and presentation make-up day

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## 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.

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## **Important Links and Information**

### **Academic Integrity**

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. More information on expectations and your rights and responsibilities as a student can be found on the Dean of Students page at <https://www.uwsp.edu/dos>.

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. Keep in mind that submitting work that was generated by AI such as ChatGPT is considered academic misconduct unless you have been given permission to use such a tool and acknowledge it in your assignment. For more information, see <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>.

### **Emergency Response Guidance**

In the event of a medical emergency call 9-1-1 or use campus phone in the hallway by our classroom. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, the closest severe weather shelter location is the second floor hallway. In the event of a fire alarm, evacuate the building in a calm manner. Meet on the Sundial near the parking lot. Notify instructor or emergency response personnel of any missing individuals.

If there is an active shooter – RUN. 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 [Emergency Procedures - Emergency Management | UWSP](#) for more details.

### **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 individually 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.

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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. Title IX page: <https://www3.uwsp.edu/titleix/Pages/default.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](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.