

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

Course instructors

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By appointment

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Course information

Tuesdays, 4-4:50pm, TNR 352

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 abstracts 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 Canvas one week prior to presentation.

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 Canvas, or through email.

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.

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](#).