

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

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<u>Instructors:</u>	<u>Office</u>	<u>Phone</u>	<u>Office Hours</u>
Dr. Justin VanDeHey	TNR 178	715-346-2090	12:00 – 1:00 Mon. & 10:00-11:00 Wed.
Dr. Kendra Liddicoat	TNR 235	715-346-2028	10:00-11:00 Tues. & 11:00-12:00 Wed.

**Course Meeting Time and Location**

Thursdays, 4:00-4:50pm, TNR 120

**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/478652>

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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 10-15 minutes in length. Results presentations should be 20-25 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 Office of Disability Services, 609 LRC, voice (715) 346-3365 or 4116.

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

**WEEK 1: January 26** – Introductions of students, faculty, and course

**WEEK 2: February 2** – Tips for communication – ABT Framework

**WEEK 3: February 9** – Communicating science to the public

**WEEK 4: February 16** – Abstracts and Proposal presentation tips

**WEEK 5: February 23** – Completion presentation tips

**WEEK 6: March 2** – TBD

**WEEK 7: March 9** – Interpretive communication techniques for non-interpreters

**WEEK 8: March 16** – Student Presentation

**WEEK 9: March 23** – No Class – **SPRING BREAK**

**WEEK 10: March 30** – Student Presentation

**WEEK 11: April 6** – Student Presentation

**WEEK 12: April 13** – Student Presentation

**WEEK 13: April 20** – Student Presentation

**WEEK 14: April 27** – Student Presentation

**WEEK 15: May 4** – Student Presentation

**WEEK 16: May 11** – Course wrap up and presentation make-up day

**FINAL EXAM: Complete and discuss your research blogs/articles/book reviews. Discussion will be on Canvas.**

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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**

### *UWSP Community Bill of Rights and Responsibilities*

UW-Stevens Point 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. For more information visit:

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

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:

<https://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.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. 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 Albertson Hall (the Library). You can also find more information here:

<https://www.uwsp.edu/disability/Pages/default.aspx>

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## COVID – 19 Guidelines

**Face Coverings:** • At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance:** • Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus. • Maintain a minimum of 6 feet of physical distance from others whenever possible. • Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room. • Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. • Please maintain these same healthy practices outside the classroom.