WILD 2000 Natural Resources Professional Orientation

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<th>Week 1 (Sept. 2)</th>
<th>Week 2 (Sept. 9)</th>
<th>Week 3 (Sept. 16)</th>
<th>Week 4 (Sept. 23)</th>
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**Link to list of Natural Resource activities and Resources** (https://usu.instructure.com/courses/659167/pages/activities-resources)

**Link to Natural Resource Professions videos** (https://usu.instructure.com/courses/659167/pages/professional-videos)

**Fall 2021 – 1 credit hour**

**Instructor:** Dr. Justin DeRose, QCNR 326, Canvas email, or justin.derose@usu.edu (mailto:justin.derose@usu.edu)

**Location & Time:** BNR 278, Thursdays, 3:00-5:00pm MDT

**Course Fee:** ---

**Textbook/Reading Material:** A Sand County Almanac – Aldo Leopold

**Course Description:** This course is designed to help Natural Resources undergraduates:

1. Develop an understanding of the planning for the requirements, prerequisites, and appropriate sequence of classes necessary for your major.
2. Develop an understanding of the types of careers Natural Resource students enter, and better understand how your interests intersect with issues dealt with by the Quinney College of Natural Resources (QCNR).
3. Develop an understanding of the relationship of global issues to the management of Natural Resources.
4. Foster the development of relationships with upper division students through participation in professional and student organizations.
5. Develop relationships to make your college experience and career path more enjoyable.
6. Understand and appreciate the QCNR and your Department as your USU home.
7. Develop important time management and priority setting skills necessary for a successful career, and also to earn the points needed to obtain your desired grade in the class.

**Student Learning Expectations:**

IDEA Objective #7 and LO3: Gaining a broader understanding and appreciation of an intellectual-cultural activity—natural resources.

IDEA Objective #8 and LO4: Developing skills in expressing oneself orally or in writing.

**Class Schedule:**

**Week 1 – September 2nd, Meet in BNR 278. Introduction to the course, readings, explain writing assignments and the Science Writing Center, professionalism, etiquette, begin our introductions to each other, and begin our personal introductions.**

**Week 2 – September 9th, Meet in BNR 278. Preview of Natural Resource fields, visit by QCNR clubs, and continue our personal introductions.**

**Week 3 – September 16th Meet in BNR 278. Discussion about the first writing assignment (A Sand County Almanac), continue preview of Natural Resource fields, continue our introductions and information about the Science Writing Center.**

**Week 4 – September 23rd Field Trip. Meet north of Distance Education building on 700 North. We will ride a bus (masks required) to King's Park to do some wildlife tracking!**

**Week 5 – September 30th Field Trip. Meeting spot TBD. This field trip will be on, or near, campus.**

**Week 6 – October 7th Field Trip. Meet north of Distance Education building on 700 North. We will ride a bus (masks required) to the Rendezvous Park on the Logan River to shock some fish!**

**Week 7 – October 14th Meet in BNR 278. Final discussion about A Sand County Almanac, discuss expectations for the final writing assignment—resume and job application (due by Oct 21st). Course post-survey (final assignment).**

**Course Assignments:**

1. Update your picture in Canvas, and check your emails(s) in Banner! Due by Sept. 9th. 10 points
2. Fill out Natural Resource demographic survey. 20 points
3. Meet with your Academic Advisor in the QCNR Academic Service Center (Shelly Kolynek, or someone she assigns, as soon as possible), and interview your faculty advisor (report required covering both meetings). Note: you must do BOTH of these to receive any points. Due within one week of meeting(s). However, this must be completed before the end of class (October 18th). 100 points. Submit electronically via Canvas.
4. Participate in 2 separate activities planned by student organizations or other natural resource-related groups (2 separate reports required). 75 points each, for 150 points. Each report should be 1—3 pages in length. Due within one week of the activity, submit electronically via Canvas.
5. Contact and interview a Natural Resource professional. 100 points. Due before class ends on Oct. 18th.
6. Complete the resume, knowledge, skills, and abilities: and job application exercises. 200 points. Due before class ends on Oct. 18th.
8. Professionalism: This part of your grade will be based on the instructor's assessment of your active and thoughtful participation in the class environment, meeting deadlines, etiquette, etc. (behaviors you value in a colleague/employee). See Professionalism below: 50 points.
9. Turn in short written reports for the 3 readings from A Sand County Almanac. 100 points each, for 300 points. I expect you to use the Science Writing Center for one of your assignments, for an additional 50 points (email me your correspondence with the Science Writing Center for proof):
   - Reading for assignment 1 – “Forward” through “July” Report due September 9th.
   - Reading for assignment 2 – “August” through “December” Report due September 23rd.
The purpose of these three writings is: 1) to introduce you to Aldo Leopold, widely considered the "father" of the practice of wildlife management. This book has informed and changed the environmental movement and natural resources management. 2) To help you translate your life experiences and philosophy about natural resources, by using the readings to help you trigger a memory of some life event. 3) Introduce you to the Science Writing Center (https://www.usu.edu/science/swc/55) resources, which you will use at least once for this class, and again in the future. The assignment(s) are to write a 1–3 page report about that memory that includes:

i. Specifying the writing of Leopold that triggered the memory (chapter, page, etc.).

ii. Describing the experience (where, when, who), particularly the place in some detail (e.g., what did it look like, feel like, smell like, etc.)—and the people associated with the memory—that made the experience such a special memory.

iii. Describe how the experience affected your interest in natural resources.

Please submit your reports electronically via Canvas through the Assignments tab.

"Missing three or more of the above assignments will result in a failing grade"

**Grades: Total Points Possible = 1000**

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**Professionalism:** Students are expected to behave professionally at all times during class and extend all courtesies and considerations expected in a public forum. Breaches of professional conduct will affect your grade. Disrupting class is not professional. Be on time. Be prepared to make the most of your time in class. Pay attention and have the proper supplies on hand. Please help maintain an environment conducive for learning by not using cell phones or other technology for non-learning purposes during class. A distraction-limited environment is important for learning, and trying to multitask negatively affects you and your classmates.

**Field Trip and Laboratory:** Many field trips and/or labs will occur outdoors, being appropriately prepared is an expectation. Required field clothes and adequate dress include long pants, closed-toe shoes, and preparation for cold, wet, or snowy weather. Adequate preparation also applies to field equipment as indicate by the instructor. Take your own water into the field. It is also a good idea to take a snack or your lunch into the field when appropriate. If assigned to a group, pull your weight and share the work. Do not let your fellow lab members down. Make sure that everyone participates. Due to the hands-on field and lab elements of this course, students are advised that physical contact between the instructor (or guest instructor) and student, or student and student is possible during class and lab. If you have concerns about this possibility, you are encouraged to discuss it with the instructor prior to the class to determine if appropriate alternative assignments exist.

**Late Work Policy:** All assignments are due on the designated dates. You may submit assignments up to 3 days past the due date, but you will lose 10% of the available points per day. If you have circumstances that prevent you from turning assignments in on time, please contact me.

**Attendance Policy:** Unexcused zoom meeting absences can affect your professionalism grade and your ability to complete writing assignments. Excuses for absence due to illness, family emergencies, or other unanticipated events will be handled on an individual basis.

**Accommodations for Disabilities:** Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disabilities Resource Center (DRC) in Room 101 of the University Inn. Please contact the DRC as early in the semester as possible: 797-2444 voice, 797-0740 TTY, toll free at 1-800-259-2966, or drc@usu.edu (mailto:drc@usu.edu). Once approved, the DRC will coordinate with faculty to provide accommodations.

**Mental Health:** Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. USU provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (http://capscounseling.usu.edu/). Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/un/programs/safe-ut-smartphone-app/) to their smartphones. This application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

**Discrimination and Sexual Harassment:** Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (http://www.usu.edu/policies/339) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Affirmative Action/Equal Opportunity (AA/EO) Office (http://aaeo.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305) (https://www.usu.edu/policies/305/), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment. As your instructor, I am a mandatory reporter, meaning that if you wish to discuss an issue with me I must report it. However, if you would like a confidential meeting Trained advocates are available through USU’s Sexual Assault and Anti-Violence Information (SAAVI) office and CAPSA in Logan. Advocates will help you navigate your options, seek medical attention, get a sexual assault forensic exam, receive counseling, file a police report, or report to the university.