

NRE 400 – Professional NRES Composition and Communication Course Syllabus

Course Coordinator: Jack K. Schieffer, Ph.D.
Office: 405 C.E. Barnhart Building
Phone: 859-257-7246
Email: jack.schieffer@uky.edu
Credits: 2

Course Description

This course utilizes the experience from NRE 395 or NRE 399 to expand the composition and communication knowledge, skills, and abilities developed in CIS/WRD 110/111/112 or equivalent while integrating discipline specific sources in a process that requires a draft, feedback, and revision on composition and communication products. This course is a Graduation Composition and Communication Requirement (GCCCR) course in Natural Resources and Environmental Science program, and hence is not likely to be eligible for automatic transfer credit to the University of Kentucky.

The course further enhances on-the-job portion of your prior pre-professional experience and your required Composition and Communication I & II course(s). You will work with composition and communication professionals to help you further enhance your discipline specific literacy skills through a draft, feedback, and revision process so that you will receive formative and summative feedback for your academic and professional development.

UK's Graduation Composition and Communication Requirement (GCCCR)

This course satisfies UK's Graduation Composition and Communication Requirement (GCCCR). You must take this course after you are a sophomore (30 credit hours) and before graduation. You must earn a grade of C or better on all assignments.

Prerequisites

NRE 395 or NRE 399 and CIS/WRD 110/111 or Equivalent and 30 College Credit Hours Completed

Student Learning Outcomes

By the time you successfully complete this course, you should be able to:

- Apply knowledge and skills learned in UKCore, Major, and/or ASD/ESEA courses.
- Evaluate and use the discipline appropriate literature from library and internet search engines.
- Write and revise multiple drafts of a written assignment (white paper, project paper, or another agreed upon written document) devoid of mechanical errors demonstrating that you understand interrelationships among issues in natural resources and environmental science.
- Deliver an effective visual presentation that clearly communicates your learning experience.

Recommended Reading

Clark, R.P. (2008). *Writing tools: 50 essential strategies for every writer*. New York, NY: Little, Brown and Company.

Gordon, J. C., and Berry, J. K. (2006). *Environmental leadership equals essential leadership: Redefining who leads and how*. New Haven, CT: Yale University Press.

Lucas, S.E. (2007). *The art of public speaking*. New York, NY: McGraw Hill.

Summary from NRE 395/399 Experience

You will create a short summary (50-75 words) of your NRE 395/399 experience to be included in the NRES Forum program. Please submit this to Canvas by the due date listed. Here are two examples of summaries from previous students:

John Grider, UK Department of Forestry: This past summer I had the opportunity to work with Dr. Mike Lacki and Joe Johnson in the UK Department of Forestry. Their study was on the Rafinesque's big-eared bat and took place in Mammoth Cave National Park and the Ballard Wildlife Management Area. Along with their research I did an independent project at the Ballard Wildlife Management Area determining important roosting sites of the Rafinesque's big-eared bat. (68 words)

Trevor Marsh, White River National Forest: This past summer I worked as a Wilderness Ranger for the White River National Forest in Colorado. My main duties were to maintain and patrol the trail system within and around the three Wilderness areas in the Eagle and Holy Cross Ranger Districts in central Colorado in order to protect resources and help people. (54 words)

Presentation U! Peer Tutoring Session(s)

If you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects Presentation U! is a source of help.

You will schedule at least one session with Presentation U!. The purpose of this session is to receive feedback assistance on creating/refining your visual assignment (poster) and composition based product. It is advised that you bring an electronic copy of your poster draft and composition to this session. If you do not know where to start, then bring electronic copies of your internship photos. Please bring your laptop (if you have one) to the in-person session.

Bring your multimodal (GCCR) projects to one of their two conveniently located centers, at the Hub in W. T. Young Library or their Woodland Glen III (The Study South) location. Presentation U! opens early and stays open into the evening! Visit <https://www.uky.edu/presentationU/> for their complete hours. The tutoring services are available on a drop-in basis as well as a scheduled appointment. Please go to <https://presentationu.mywconline.com/> for an appointment. For questions about this service, please contact PresentationU@uky.edu or (859) 218-5186.

White Paper or Similar Product (Written Assignment)

If you and your internship advisor decide that your written assignment will be a white paper then this is an example of what you need to include:

Write a white paper (4500 word minimum) which explicitly integrates elements of your ASD and/or ESEA with the out of classroom experience of NRE 395/399. A white paper is a persuasive document, which provides background information on a problem and guides the reader to a proposed solution or provides recommendations to solve the problem. Organize the paper into the following sections:

- **Introduction/Summary:** A summary located at the beginning to engage the reader, indicate the main point of the paper, and identify the problem.
- **Background and context:** Provide the reader with a clear sense of the problem by an effective review of the literature. Presenting specific data-based evidence from the literature is an effective means to establish the credibility of your argument. Otherwise, your statements are really no more than wishful thinking.
- **Solution/Recommendations:** Propose your solutions or recommendations to address the problem. This section may also include credible data, which support your arguments.
- **Conclusion:** Use this section to discuss the importance of your proposed solution in a broad context, not simply restating the problem and solution.
- **References:** Use APA 6th edition citation style. Include at least ten citations from peer-reviewed publications, which support your arguments. Please also feel free to additional citable sources of ideas and information as needed.

A detailed rubric is available in Canvas to help you develop the product. Your NRE 395 or NRE 399 advisor will provide feedback on at least a second (post-Presentation U!) draft of your composition product for feedback prior to the revised final product being submitted in Canvas.

Information and examples of white papers:

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/index.html

<https://www.ngwa.org/publications-and-news/industry-resource-library/White-papers>

http://www.energy.senate.gov/public/index.cfm/files/serve?File_id=9d529812-659b-43a1-a2d1-ef0e67894636

Visual Assignment (Poster)

The visual assignment for this GCCR course is a poster. The purpose of the poster is to communicate the essential activities and experience from your out of classroom experience (NRE 395 or NRE 399). Explanatory and illustrative photographs are essential. The poster will be a combination of text and photos. These materials are the basis for creating a poster for the annual NRES Forum as part of NRE 400. The NRES Forum will be attended by NRES students and faculty, as well as other students/faculty from the College of Agriculture, Food and Environment, and possibly other colleges and experience sponsors.

Poster basics:

- Clearly state your learning objectives agreed upon with your advisor for NRE 395/399
- Size should be 24 x 36 inches (with either a portrait or landscape orientation)
- Contain photos depicting essential elements of your experience (including at least one photo of you in a work setting!)
- Communicate what you did and who you worked with in your internship or research
- Summarize the high points of your experience
- Address an audience of faculty and other NRES students
- Provide contact information for other students that might be interested in learning more about the experience

A free and very flexible poster template can be found at: <http://www.postersession.com/> and <https://www.uky.edu/chellgren/undergraduate-research/poster-printing>. Please see the rubric on Canvas for full details.

At least a second draft (post-Presentation U!) of your poster will be reviewed by your NRE 395 or NRE 399 advisor for additional feedback prior to the NRES Forum. You should incorporate these recommendations into your final poster. A rubric is attached so you know what is expected. A typical schedule for the draft/review/revision process is shown at the end of the syllabus but your advisor might provide you with alternative due dates. The final poster due date is not flexible. Please submit your draft and final poster on Canvas in PowerPoint.

If you turn your poster in by the deadline, the final copy that you upload to Canvas will be printed and brought to the NRES Forum. The final version must be uploaded to Canvas by the due date listed. If you fail to turn in a final version by this date you are responsible for printing the poster yourself (approximate cost \$60) and bringing it to the NRES Forum at least one hour before the event starts. If you miss the printing deadline, you will still need to submit the final version to Canvas within one week prior to the NRES Forum.

<u>Grading:</u>	<u>Minimum points</u>
A—90%	450
B—80%	400
C—70%	350
D—60%	300

E—less than	300
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Submission/Action Item	Value (Points)	Value (Percentage)
Summary from NRE 395/399 Experience	5	1%
Written Assignment – Presentation U! Draft	25	5%
Written Assignment – Advisor Draft	75	15%
Written Assignment – Revised Final	200	40%
Visual Assignment – Presentation U! Draft	25	5%
Visual Assignment – Advisor Draft	50	10%
Visual Assignment – Revised Final	100	20%
NRES Forum Participation	20	4%
Total	500	100%

Note: You must earn a minimum of a “C” (70%) in order to receive GCCR credit for the course.

Distance Learning Resources

The Course Coordinator is available for in-person and well as phone and *virtual* office hours on Mondays from 10:00 to 11:00AM Eastern Time and by appointment. The preferred method for reaching instructor is email or phone with a maximum timeframe for responding to student communications is two business days.

Most of the course work will be expected to be completed on a personal computer and submitted via Canvas while relying on UK Libraries to provide the information infrastructure to support your use of discipline specific information literacy. There are a number of resources that are available to you that you should be aware and know that you can depend on them to support your learning.

Canvas Support Hotline/Chat (<https://uk.instructure.com/>; Click Help Button for 24/7 service)
 Information Technology Services (ITS) Customer Service Center (<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services> and 859-218-HELP).

Distance Learning Programs: <http://www.uky.edu/ukonline/>

UK Libraries – Ask Us - <http://libraries.uky.edu/Ask> for multiple modes to communicate with library staff.
 Information on Distance Learning Library Services

- Carla Cantagallo, DL Librarian
- Web: <http://libraries.uky.edu/DLLS>
- Phone: 859 218-1240
- Email: carla@uky.edu
- DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

The technological requirements for the course include the use of computer hardware and software that will support the composition (Microsoft Word) and communication (Microsoft PowerPoint) requirements for this course as well as an Internet connection that will allow you to upload and download files to the Canvas learning management system.

The procedure for resolving technical concerns is to use the resources described above. This is in addition to keeping the faculty advisor and course instructor informed of the issues you are having and what you are doing to resolve the issues in a timely fashion most likely through email or phone communication.

Course Policies

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>). There is no final examination for this course.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, <https://www.uky.edu/ombud/excused-absences>).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences (missing submissions)

Students are asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Please Also see “What is Plagiarism?” at <https://www.uky.edu/ombud/plagiarism-and-cheating>.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure

about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Non-Discrimination Statement and Title IX Information

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination, we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <https://www.uky.edu/counselingcenter/>), and the University Health Services (<https://ukhealthcare.uky.edu/university-health-service/student-health>) are confidential resources on campus.