

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Agriculture, Food, and Environment</u>	Department (Full name):	<u>Interdepartmental Program</u>		
Major Name (full name please):	<u>Natural Resources and Environmental Science (NRES)</u>	Degree Title:	<u>B.S.</u>		
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	<u>Chris Matocha</u>	Phone:	<u>7-9312</u>	Email:	<u>cjmato2@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>NRE 201</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>Students will be able to effectively communicate natural resource and environmental issues in written, oral, and visual formats to professionals and community stakeholders.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan: <u>Students will write a formal paper in an area related to natural resources and environmental science of interest to them. The paper will go through a draft, review, and revision process prior to the final submission. The paper requires a thorough literature search on the topic and references have to be cited. This will demonstrate the student’s literacy in gathering information. The oral component of the SLO will be satisfied by individual oral presentations given by each student. Each oral</u>

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presentation is a minimum of 10 minutes in length and the topic is a natural resource issue in Kentucky. The student receives feedback via practice presentations in front of peers prior to the final oral presentation. The SLO is assessed in NRE 201 when students submit their final written report and deliver the final oral presentation.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: NRE 201

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: 30-offered in fall semester only

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

• **Contact information of providing program:**

• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

• **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR

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<p>assignments for credit);</p> <ul style="list-style-type: none"> • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>NRE 201 is a core course that all NRES majors take and historically has been used for the GWR (when it was NRE 301). The way this interdisciplinary major is designed, we see the GCCR as most beneficial to the student earlier in the course sequence. This will afford students the opportunity to utilize written, oral, and visual communication skills in upper level courses (such as the capstone, NRE 471) as opposed to completing a requirement as they are about to exit the university.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>In NRE 201, the written communication requirement will be satisfied by one formal paper with a minimum of 15 pages (4500 words, with additional pages for references). The paper is reviewed by peers and the instructor to provide feedback to the student. The paper is revised accordingly prior to final submission. Oral communication skills are satisfied by individual presentations with a minimum length of 10 minutes given over a natural resource topic in Kentucky. The individual oral presentations go through a peer review process where each student will be given feedback on the content and delivery of the oral presentation as they practice in front of their classmates. Time is allocated for this in the syllabus. The oral presentation and paper have to contain at least 10 references, five of which are taken from the peer-reviewed literature, to demonstrate information literacy.</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>The formal paper in NRE 201 is drafted by the student and subjected to peer review. Comments from the peer reviewers and the instructor are incorporated into revised drafts prior to final submission. The oral component of the GCCR is satisfied by individual oral presentations with a minimum length of 10 minutes. Students give their oral presentation in front of peers to receive feedback on the content and delivery of the presentation prior to the final oral presentation.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal: <p>_____</p>
<p>D. Assessment:</p> <p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially):
<p><u>The SLO will be assessed biennially.</u></p>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<p><u>The SLO will be assessed by the instructor of NRE 201 and the NRES Steering committee.</u></p>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
<p><u>N/A</u></p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	NRE 201, Natural Resources and Environmental Science, BS
Contact Person Name:	Chris Matocha
Phone:	859-257-9312
Email:	cjmato2@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "pending approval of appropriate GCCR courses."

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/28/2014	Chris Matocha / 7-9312 / cjmato2@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/28/14	Larry J. Grabau / 7-3469 / Larry.Grabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/2/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

NRE 201 SYLLABUS
NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE
FALL 2014

Course Instructor: Geri Philpott, Natural Resources and Environmental Science (geri.philpott@uky.edu; 859-257-2337; 215 T.P. Cooper Bldg). The best way to reach me is by email or stopping by my office. I don't have any scheduled office hours but I am usually in my office. To guarantee that I am there, please email or call me to schedule an appointment.

Course Location and Time: Tuesdays and Thursdays, 5:00-6:15 PM, 212 T.P. Cooper Building

Field Trips: See page two for required and suggested field trips

Required Course Book: "Natural Resource Conservation" 10th Edition, 2010, by Chiras and Reganold. Example prices are: \$101.81 (new) from Amazon; ~\$141.00 (new) from Follett's or Kennedy's. Used books are available in various venues. A copy of this book is on reserve in the Ag Library and there is a copy for use in my office. You may take it down to the student lounge and use it anytime I am in my office.

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Identify and distinguish between the NRES Analytical Skill Development Areas and Environmental Systems Emphasis Areas including policy, field and laboratory work, GIS, conservation biology, forestry, water resources, soils, human dimensions and natural resource planning, and wildlife biology.
- 2) Create a resume and cover letter for a specific job or internship.
- 3) Discover the importance of communications and teamwork skills.
- 4) Show an increase in writing skills in the context of environmental science and policy issues.
- 5) Introduce students to other NRES students in the program.
- 6) Satisfy the GCCR for graduation through writing and oral presentation assignments

Graduation Composition and Communication Requirement (GCCR): This course satisfies the GCCR. The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Course Attendance Policy: Students who attend every session of this course will benefit from first-hand, direct learning opportunities. Each student will be granted one unexcused absence. **Beyond that one unexcused absence, twenty-five points will be deducted for each unexcused absence, up to a maximum of 100 points.** Excused absences will be based on UK's standards (Section 5.2.4.2 of Student Rights and Responsibilities, in Appendix 2) including illness of the student; death of an immediate family member; official trips for University clubs, classes, or teams; major religious holidays; or "any other circumstances which the instructor finds reasonable cause for nonattendance." You are required to attend and be on time for every class. Roll will be taken every day through an attendance question. You will receive a possible 5 points per class for on time attendance. You will receive a reduction in points if more than 5 minutes tardy. You do not need to answer the question successfully; however you must make an educated guess at the answer. You can lose additional points if you are disrespectful, uncooperative, and do not act as a team player.

Cell phones and other electronic devices: You are expected to silence and put away cell phones, iPods, and other electronic devices during class time. Any use of these devices (including ringing phones) during class will result in a loss of attendance points for that day and possible dismissal from class. **In addition, if your cell phone rings, beeps, makes a noise, or if you are caught checking your phone in class then you must find a current event article regarding natural resources and present it to the class (approximately 5 minutes) on the next class period where you are in attendance.**

COURSE GRADING

<u>Item</u>	<u>Value (points)</u>
Writing Assignment 1: Individual Paper	100
Presentation Assignment 1: Individual Oral Presentation	100
Writing Assignment 2: Career Paper	100
Presentation Assignment 2: Career Presentation	100
Chapter Quizzes	100
Mammoth Cave Field Trip	50
Reaction to Mammoth Cave Field Trip	50
Reaction to AG Student Faculty Picnic	50
Reaction to NRES Fall Feast	50
Reaction to Internship Forum	50
Midterm Exam	100
Class Participation	150
Total	1000

<u>Summary by Assignment Type:</u>	<u>Points</u>	<u>Percent</u>
Individual Critical Thinking (Papers)	200	20%
Individual Content and Synthesis (Exams)	200	20%
Teamwork and presentation skills (Presentations, Debates)	200	20%
Field Trips (Mammoth, Intern Forum)	250	25%
Class Participation	150	15%
	1000	

<u>Grading:</u>	<u>Minimum points</u>	
A—90%	900	
B—80%	800	Note: You must earn a minimum of a “C” (70%) on both papers and the written portion of the team project in order to pass the course. If you meet this criterion, then your points will decide your course grade, per the above grading breakdown.
C—70%	700	
D—60%	600	
E—less than	600	

If you are unable to attend the Mammoth Cave Field trip, you will be expected to complete the Mammoth paper to earn those points. Due Dates: Oct. 10, Nov. 11, Dec 12.

EXAMS

There will be two exams in this course. They will be on any material covered in the course leading up to the test including text book readings, presentations, field trips, speakers, and in-class discussions.

COURSE SCHEDULE (SUBJECT TO CHANGE)

<u>Date</u>	<u>Topic</u>
Aug 28	Intro, welcome, field trip information, ice breaker
Sep 2	Chapter 1 – Introduction to NR Introduction to Assignment 1 and 2
Sep 4	Field Trip 1: Ag Roundup Student Faculty Picnic
Sep 9	Chapter 2 – Economics and Ethics Prepare for Mammoth <i>Due: Reaction to Field Trip 1</i>
Sept 11	Speaker
Sep 16	Chapter 4 – Population Prepare for Mammoth
Sep 18-19	Field Trip 2: Mammoth Cave Field Trip: 7:00am Thursday – 6:00pm Friday
Sep 23	Chapter 3 – Ecology and Chapter 19 - Warming & Climate <i>Due: Reaction to Field Trip 2</i>
Sep 25	Chapter 7 – Soil Conservation & Sustainable Ag and Chapter 14 – Forest Management <i>Due: Writing Assignment 1: Individual Paper - Draft</i>
Sept 30	Field Trip 3: Student/Faculty Fall Feast
Oct 2	Chapter 16 – Wildlife Management and Chapter 15 – Plant & Animal Extinction <i>Due: Reaction to Field Trip 3</i>
Oct 7	Chapter 12 – Fisheries Conservation and Chapter 10 - Water Resources <i>Receive paper drafts back</i>
Oct 9	Field Trip 4: Career Fair and Internship Forum
Oct 14	Chapter 22 – Nonrenewable Energy Peer Review and feedback of Individual Oral Presentations <i>Due: Reaction to Field Trip 4</i>
Oct 16	Midterm – Celebration of Knowledge (test)
Oct 21	Introduction to Assignment #2, Resumes, Cover Letters and Graduate Schools
Oct 23	<i>Assignment 1: Individual Presentations & Final Paper due</i>
Oct 28	Speaker
Oct 30	<i>Assignment 1: Individual Presentations & Final Paper due</i>
Nov 4	Speaker
Nov 6	<i>Assignment 1: Individual Presentations & Final Paper due</i>
Nov 11	Speaker
Nov 13	<i>Assignment 1: Individual Presentations & Final Paper due</i> <i>Writing Assignment 2: Career Paper - Draft Due</i>
Nov 18	Speaker
Nov 20	<i>Assignment 1: Individual Presentations & Final Paper due</i>
Nov 25	Speaker (Optional current events article)
Nov 27	Thanksgiving Holiday!!
Dec 2	<i>Assignment 1: Individual Presentations & Final Paper due</i>
Dec 4	Speaker
Dec 9	Dead Week <i>Assignment 2: Career Paper Presentation and Paper Due</i>
Dec 11	Dead Week <i>Assignment 2: Career Paper Presentation and Paper Due</i>
Dec 19	

Possible Speakers: Angela Poe - Sustainability, Monte McGregor - Kentucky Mussels, Amanda Gumbert - Kentucky Water, E.J. Bunzendahl - Fire Management, Steve Greb - Underground Resources and Energy

LATE OR MISSING WORK

When you apply for a job, late applications are not accepted. If you miss a big deadline at work, you will be fired. For that reason, the following policy applies:

- If you do not submit a draft with at least 50% of the work completed then your final score will be reduced by 10%.
- If you do not submit a draft at all then you will not receive the GCCR credit for the course.
- If you do not hand in an assignment IN class or BEFORE class on the day it is due then 10% will be subtracted from your grade.
- If you hand in an assignment within 12 hours of the due date then 25% will be subtracted from your grade.
- If you hand in an assignment within 12-36 hours of the due date then 50% will be subtracted from your grade.
- Assignments handed in after 36 hours will not be counted.
- If you miss a presentation then you will not receive credit.
- If you do not hand in an assignment within 36 hours of the deadline you cannot make it up.

ASSIGNMENTS

There are two writing assignments and two presentations for this course. Each of these writing assignments will go through a draft, review, and revision process. The draft-and-review process used in this course may include peer review or instructors written comments on drafts. Detailed instructions on the assignments are listed below. This course meets the Graduation Composition and Communication Requirement (See Appendix 1).

WRITING ASSIGNMENT #1: INDIVIDUAL PAPER

This is an individual paper.

- Write a 15 page paper (4500 words) (double spaced, 12 pt. font, 1 inch margins).
- You will choose a topic related to natural resources.
- Your final 15 page paper is due the day you present it. Please see the schedule for draft due date.
- You must have at least 10 sources, five of which must be peer reviewed articles (not websites). 10% will be taken off your score if you do not have this.
- This is to be written for college-educated individual with no natural resource background. Do NOT write in first person.

You will be graded in the following way:	Points
A. Identification of central natural resource issue—your dramatic title and first paragraph which identify the central issue, with enough context to give your reader the main ideas of your paper.	10
B. Well organized, free from mechanical errors, thoughtful, logical presentation of the aspects of this natural resource issue.	50
C. Identification and interests of the stakeholders for your central issue.	20
D. Process you would use to get diverse groups of people to work together on this issue.	10
E. Your team's consensus opinion on what should be done regarding this issue.	10

Team Paper Total	100
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PRESENTATION ASSIGNMENT #1: INDIVIDUAL ORAL PRESENTATION

PRESENTATION

- This 10 minute presentation is based on your 15 page paper.
- Your final 10-15 slides are both due electronically to me at geri.philpott@uky.edu by 7 AM on the date of your presentation. That will enable me to make copies for your classmates to have during your presentation.

	Points
Clear and attractive presentation of all five aspects of your written report	
1) Clear issue summary—1-2 slides	5
2) Pertinent, timely, well-supported reference material (or visuals)—4-8 slides	20
3) Stakeholder identification and interests—2-4 slides	10
4) Process to get diverse people to work together on this issue—1-2 slides	5
5) Your opinion as to what should be done regarding this issue—1-2 slides	10

III. 10 minutes of presenting then additional time for questions from classmates	Points
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Well-coordinated PowerPoint presentation in which:

1) Visually appealing slides	10
2) valuable content is provided beyond the slides themselves	10
3) level appropriate for non-science college graduates	10
4) questions are addressed smoothly	10
5) complete presentation runs 10 minutes	10

Presentation Total	100
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ORAL PRESENTATION DRAFT AND FEEDBACK

On October 14th your in-class assignment will be to get into groups of two and give your 10 minute presentation to one of your classmates. You will be given an evaluation and feedback form to fill out. You must provide verbal and written feedback regarding the presentation. Please bring a laptop, iPad, or printed version of your slides to show the reviewer. You will have 10 minutes to present and 5 minutes to give feedback.

POTENTIAL TOPICS

1. Kentucky's Coal Resource
http://www.coaleducation.org/Ky_Coal_Facts/coal_resources/ky_resources.htm
<http://energy.usgs.gov/factsheets/nca/nca.html>
2. Kentucky's Forest Resource
<http://www.forestry.ky.gov/programs/utilize/>
<http://www.fs.fed.us/r8/boone/>
3. Streamside Management Zone (SMZ) Research in Robinson Forest
<http://www.ca.uky.edu/forestry/rf-facts.pdf>
4. Kentucky's Water Resource
<http://www.uky.edu/WaterResources/>
<http://ky.water.usgs.gov/>
5. Freshwater Mussels in Kentucky
Monte McGregor's material is available on request

6. Cave ecosystems within Mammoth Cave National Park

<http://www.nps.gov/macana/naturescience/insects.htm>

WRITING ASSIGNMENT #2: CAREER PAPER INSTRUCTIONS

Research an organization that you might like to apply to in the future and find a job or internship that is currently open or that has been open in the past (you must have the actual job announcement). After you have researched the company thoroughly, contact someone at that organization and interview them about their career path and experiences. It can be in person or over the phone. That person should be working in your chosen field. Our alumni are a great resource for this assignment!

- Write a four page (1000-1500 words) (double spaced, 12 pt. font, 1 inch margins) review of the organization and interview. Include: Organization Name, Headquarters Address, Other Locations Company Operates In, Website, Approximate Number of Employees, Mission/Vision of the Organization, Impact of the Organization (For example: What do they do for the environment? How long have they been doing it?), How did this person end up here, what was their career path, what would they do differently, can they tell you about the job that is available and what qualifications they are looking for, what would make a graduating senior most hireable, do they have any advice, etc.
- Write a one page formal cover letter as if you were applying to this job.
- Write a one or two page resume directed to this job.
- Write a one page list of your references. This should include: name of reference, title, organization, how you know them, how long you have known them, email, and phone number.

Proper format of the above assignment will be covered in class before the assignment is due.

You must actually speak to a professional in the field. You cannot write this paper based on websites, articles, books, etc. You cannot interview another student who has a job, it must be a professional with at least 3 years of experience.

If you are considering graduate school then you may research schools instead of an actual job. To do this you must research several schools and determine which one you will use for this paper. Once you have determined the school and degree program find a faculty member in that department and interview them. **The paper CAN NOT be on the University of Kentucky. This cannot be a graduate student, you must interview an actual faculty member. You cannot write this paper based on websites, articles, books, etc.**

- Write a four page (double spaced, 12 pt. font, 1 inch margins) review of the graduate school and interview. Include: School Name, Address, Other Locations that the School Operates In, Website, Approximate Number of Students in your major, Topics or concentration areas, Opportunities through this degree program (For example: Do they offer job experience? Will you be doing research?), How did this person end up here, What was their career path, what would they do differently, can they tell you about the graduate opportunities that are available and what qualifications they are looking for, what would make a graduating senior most attractable to them for admittance?, do they have any advice, etc.
- Fill out the graduate school application and related essays.
- Write a one or two page resume for your application.
- Write a one page list of your references. This should include: name of reference, title, organization, how you know them, how long you have known them, email, and phone number.

PRESENTATION ASSIGNMENT #2: CAREER PRESENTATION

1. Each person will have 2-3 minutes to explain the following about the internship or job you researched:
 - a. Organization and location
 - b. Type of internship or job
 - c. Person you interviewed (job and level in organization)
 - d. Name a few of the biggest take-a-ways from the interview (Ah-ha moments)

- e. What is your plan going forward

FIELD TRIPS

Required Field Trips (Dates shown are from 2013)

Thursday, September 5, 5:00 PM (meal at 5:45 PM, program at 6:15 PM)

AG Student Faculty Picnic

Large tents around the UK Good Barn on Farm Road

You need a ticket for the event, which I will provide. The Good Barn has booths set up with interesting AG related vendors (who have give-a-ways). There is a free meal at 5:45 and there are prizes given away. It will end by 6:45 PM but you can leave at normal class time.). **Please check in with me at the NRES booth for your attendance to count. If you do not attend at all it will be counted as an unexcused absence.**

Thursday, September 19, 5:00 PM – 7:30 PM

NRES Student/Faculty Welcome Back Fall Feast

UK Good Barn on Farm Road (parking is available for this event)

This is the first annual NRES Fall Feast! Come meet other NRES students and faculty in a relaxed setting. KY Proud food will be served and we will have games such as corn hole, bocce ball, croquet. **If you cannot attend for the FULL event you must provide me with written notice BEFORE Friday, September 13. If you do not attend at all it will be counted as an unexcused absence.**

Thursday – Friday, September 26-27, 7:00 AM Thursday to 6:30 PM Friday

Mammoth Cave Region

Meeting location for Thursday morning to be announced, drop off location on Friday will be the same. This is our trip to the Mammoth Cave Region of Kentucky. If you do not attend then you will need to complete the 10 page paper option.

Tuesday, October 3

12:00 PM – 4:00 PM **College of AG Career Fair (OPTIONAL)**

5:00 PM – 7:30 PM **Experiential Learning Expo (Internship Forum) (REQUIRED)**

The Good Barn

This is where the NRE students who participated in an internship or research project this past year will present their posters. There will also be guest speakers as well as free pizza! **If you cannot attend for the FULL Expo you must provide me with written notice BEFORE Friday, September 27. If you do not attend at all it will be counted as an unexcused absence.**

Suggested Field Trips

Wednesday, September 11, 10:00 AM - 3:00 PM

Education Abroad Fair

Student Center Grand Ballroom

Learn more about opportunities to study abroad, intern abroad or research abroad.

Wednesday, September 11, 6:00 PM - 7:00 PM

Peace Corps Information Session

Student Center, Room 111

This session has information about becoming a Peace Corps volunteer. Even if you are not interested right now, it would be good to attend. The Peace Corps has jobs available only if you have served as a corps member and serving as a corps member provides excellent experience (plus looks great on a resume!). They currently have a very high need for qualified candidates with environmental backgrounds.

Wednesday, October 23, Time: TBA

Campus Sustainability Day

An interactive showcase of the various sustainability-related initiatives, programs and research on campus.

FIELD TRIP REACTION PAPER 1: AG ROUNDUP STUDENT FACULTY PICNIC

When you arrive at this event please find the NRES booth, sign in and I will give you a form to fill out.

FIELD TRIP 2: MAMMOTH CAVE FIELD TRIP REACTION PAPER

Please submit to Geri (250 words each on items II and III) in class following the field trip.

I. Attendance and Active Participation	50
II. Discussion of karst concepts learned in different management arenas (250 words)	25
III. Reaction to the service learning work (250 words)	<u>25</u>
Total	100

MAMMOTH CAVE REPLACEMENT ASSIGNMENT

Information:

- ⇒ A 300 word, type-written “scoping piece” of your environmental issue, including your plan of attack for your paper along with 10 references you intend to use in preparing your paper, is due by 10:10 PM on October 10.
- ⇒ Your white paper is due electronically by 11:11 PM on November 11.
- ⇒ Note: in order to qualify for a re-write opportunity for your white paper, your scoping piece and your first draft must both be received by the deadlines above. If you meet these criteria, your second draft will be due by 12:12 AM on December 12.
- ⇒ Expectations for freedom from mechanical errors; for clarity of approach; and for consistency of documentation remains unchanged from the recommendation brief style.
- ⇒ Your white paper may be used to replace the Mammoth Cave Region field trip score. This is intended to provide an option for students with unbreakable conflicts for this field trip.
- ⇒ Ten pages of content, not including your one-page executive summary or references. Expectation is further defined as 2500-3000 words. Shorter or longer papers will aggravate the grader, and that is generally not a good idea.
- ⇒ You should plan to identify a “difficult-to-resolve” environmental issue, in consultation with your instructor (this could be one about which you wrote an I/P brief earlier in the semester).
- ⇒ The first 1250 to 1500 words of your white paper lays out information about your chosen issue, then the last 1250 to 1500 words take and defend a position on the issue.
- ⇒ Minimum of 15 references; may be web-based, but must be authenticated (prior approval by the instructor; this will take place through the October 10th scoping piece).
- ⇒ Submit all drafts by email to geri.philptt@uky.edu using the subject line format: NRE 301 MammothPaper # *last name*. Where the # corresponds to the draft number. Example: “NRE 301 MammothPaper 2 Philpott” for the November draft.

FIELD TRIP 3: STUDENT/FACULTY FALL FEAST REACTION PAPER

When you arrive at this event please sign in and I will give you a form to fill out.

FIELD TRIP 4: CAREER FAIR AND INTERNSHIP FORUM REACTION PAPER

When you arrive at this event please sign in. You will receive a reflection paper and evaluation forms. You must visit at least three posters and interact with the poster presenter. Fill out an evaluation form for each poster and hand these in before you leave. The reflection paper deadline is in the schedule.

APPENDIX 1: "GCCR" STORY

University Senate Syllabus Guidelines for Graduation Writing Requirement (GWR) Courses

5.4.3.1 Composition and Communication

All students on the main campus must satisfy the Composition and Communication requirement in the UK Core. Before graduation, they must also satisfy a more advanced course to fulfill the Graduation Composition and Communication Requirement (GCCR).

The faculty in each undergraduate degree program shall implement a Composition and Communication Requirement (GCCR) appropriate to the academic discipline and professional expectations of the major. (Exception: Students in the Honors Program will continue to satisfy the entire University Writing Requirement through that curriculum.) Each undergraduate program faculty shall articulate this requirement in terms of one or more learning outcomes that will be assessed regularly as required by program accreditation standards and university standards for SACS reaffirmation of accreditation.

Each GCCR requirement, learning outcome, and assessment protocol must be vetted and approved by the Senate GCCR Advisory Committee. Students must successfully complete this requirement after achieving sophomore status and prior to graduation.

To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

A. Requirements

1. The GCCR shall consist of three components, each of which should reflect the standards and practices of the particular discipline:
 - (a) one or more written assignments in English that total to at least 4,500 words (the equivalent of 15 pages of double-spaced, typewritten text);
 - (b) either an oral assignment in English, in which students must give a formal presentation at least 10 minutes long, or a visual assignment, in which students create at least one significant visual/electronic artifact (e.g., a web site or video presentation);
 - (c) an assignment in English that requires the student to demonstrate information literacy in the discipline.
2. The GCCR may be satisfied via either a single GCCR intensive course or a series of GCCR intensive assignments in a series of courses. Faculty may specify that a course offered by another undergraduate program fulfills the GCCR if the faculty in the second undergraduate program so agree.
3. Courses must incorporate a draft/feedback/revision process on GCCR assignments.

APPENDIX 2—ACADEMIC INTEGRITY

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result in failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of "The Code of Student Conduct". Also see "What is

Plagiarism?” at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and “Understanding Plagiarism” at: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

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

APPENDIX 3—EXCUSED ABSENCES

5.2.4.2 – Excused Absences (US: 11/11/85; 2/9/87; 4/12/04): The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student’s household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
- B. The death of a member of the student’s household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
 1. Children of students are considered members of the immediate family (RC: 11/9/94)
 2. For the purpose of this rule, immediately family is defined as:
 - a. Spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and
 - b. Grandchild or grandparent (US: 4/12/04)
- C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.

* Intercollegiate athletic events include club sports registered with the university as well as varsity sports. (RC: 10/18/00)
- D. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances which the instructor finds reasonable cause for nonattendance. (US: 4/23/90)

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall 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. (US: 11/10/85 and RC: 11/20/87)

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student’s grade on the basis of the remaining requirements. (RC: 8/20/87)

* The language “The instructor shall give the student an opportunity to make up the work and/or the exam missed during an excused absence...” implies the student shall not be penalized for the excused absence. (RC: 8/25/95)

* This rule applies to all graded work. (RC: 1/29/03)

APPENDIX 4—ACADEMIC ACCOMMODATIONS

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

APPENDIX 5—CLASSROOM BEHAVIOR

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by turning off mobile phones during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.