

ENVS 520, Spring 2014
Senior Seminar in the Environment, 3 credits
TR 5-6:15, Owens G08

Instructor: Dr. Marsha Bollinger, G06 Bancroft, 323-4944, bollingerm@winthrop.edu;
Office hours: TR 3:00-4:30, but available many other times

Texts:

White, F. D., editor, 2006. Essential Muir: A Selection of John Muir's Best Writings
Eaton, T.A., 2014. Taking Sides: Clashing Views on Controversial Environmental Issues, 15th edition
Expanded
Pilkey, O.H. and R. Young, 2009. The Rising Sea
Kolbert, E., 2006. Field Notes from a Catastrophe: Man, Nature, and Climate Change

A style manual such as

Hacker, D and N. Sommers 2012. Rules for Writers, 7th edition
McMillan, V. 2006. Writing Papers in the Biological Sciences. 4rd edition
Harris, M. and Kunka, J. 2010. The Prentice Hall Reference Guide to Grammar and Usage.
8th edition

Goals of the course: This capstone course asks students to examine selected environmental issues from multiple perspectives. Students will gain skills in (1) understanding and arguing viewpoints both orally and in the writing, (2) accurately summarizing important points of multiple perspectives of a topic or case based on readings, research, and oral presentations, (3) considering perspectives of multiple stakeholders, (4) properly documenting sources of information, and (5) getting prepared for applying for employment in environmental fields. In some cases, assignments will go through multiple drafts with peer or instructor feedback in between.

This course is an **approved writing-intensive course within the Touchstone Program**. Thorough instruction on writing appropriate to environmental disciplines is included within the course activities. Thus students should expect to be reading, writing, rereading, and rewriting throughout the semester. This 500-level course is open only to senior undergraduates majoring in environmental studies or environmental sciences and should be taken the last spring semester a student will likely be on campus.

Grading: Your grade will be based on a variety of activities. See list below. Please have assignments word processed in 12 pt. font and double spaced, if at all possible. Please submit assignments **via Blackboard**, when possible. The total number of points you acquire during the semester will be divided by the total number of possible points to arrive at a percentage. Letter grades will be assigned approximately on the following scale: A=90%, A-= 88%, B+=84%, B=80%, B-= 78%, C+=74, C=70%, C-=68%, D+=64%, D=60%, F = <60%.

- **Daily participation and preparation (50 pts.):** It is vitally important that you attend class as often as possible, keep up with reading and writing, and come to class (or other activity) prepared to participate. The instructor will take notes each day on her perceptions of each individual's preparation and participation, knowing that everyone cannot be super energetic every day. Students will be ranked 2 if they come to class prepared and participate; 1 if they come to class, but are poorly prepared or do not participate appropriately, and 0 if they do not come to class or come to class unprepared and unable to participate. At the end of the semester, points will be totaled and final "scores" awarded based on 50 possible points.

- **Opposing Viewpoints:** We will discuss several topics (3?) through the semester for which there are opposing viewpoints. During the discussion, you will be asked to represent a particular viewpoint, whether it is your own personal viewpoint or not. You will be assessed on your ability to accurately summarize both sides of the discussion in writing and to use facts to establish what your own viewpoint is. A rubric will be provided in advance (50 points each).
- **Discussion leadership (25 pts. each):** You will be assigned this role for several readings through the semester (3?). This will take on many forms, but should last about 15 minutes. We all will have done the reading. It is up to you to lead us in a discussion about the readings. You may wish to ask leading questions which should bring out the important points or issues within the material. But be prepared to follow up in order to get the group to really discuss the material or at least some piece of the material. Whatever works for you will be fine. Do not, however, just summarize the material for us; your job is to get us to comment on or discuss some of the material.
- **Briefing memos (25 pts. each):** On many days, students will be asked to prepare a 1-1.5 page briefing memo of a reading assignment. The purpose of these is to help you come to class prepared to discuss the material and to practice summarizing what you read. Imagine that your boss has asked you to do some reading and to write a stand-alone summary of the content. What are the important ideas that must be included? What examples should be highlighted? How can you express this precisely and within the length limit? Each of these assignments will be worth 25 points and will be evaluated for content (10 pts.), completeness (5 pts.) and writing (including mechanics and style) (10 pts.). At the end of the semester, we will drop your lowest briefing memo score.
- **Resume (50 pts.):** Each student must produce a professional resume that will be graded based on content (25 pts.) and presentation (25 pts.). Please use the Civic and Career Engagement web site for guidance.
- **Linkedin Assignment (50 pts.):** You will (1) prepare a LinkedIn profile and (2) reflect on your experiences with this professional networking site.
- **Portfolio (S/U):** Precise instructions for this long-term assignment can be found on the environmental program web site under [student resources](#). Please note deadlines on the class schedule. Although the assignment is not graded, a student will not receive a grade for the course if a rating of S is not given to the portfolio. An S will indicate that all directions were followed and that the portfolio is reasonably complete.
- **Research paper (200 pts.):** Each student will chose a topic to do further research on based on some idea within The Rising Sea and/or Field Notes from a Catastrophe. You will be required to (1) submit a draft outline for peer review and comment (no points), (2) submit a detailed outline of your paper and a list of properly documented potential references for the paper (25 pts.), (2) submit a nearly complete, but rough, draft of your paper (50 pts.), (3) give a formal presentation on your conclusions to the class during the exam period (25 pts.) and (4) submit the final draft of the paper (100 pts.) by a specified time during the final exam period.

Syllabus change policy: Changes may be necessary during the semester. Students will be notified of posting of changes via class email listserv as soon as possible. Changes will also be mentioned in class. Note that both this page and the schedule page have a date of last modification at the top.

Student code of conduct: As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the [online Student Handbook](#).

Late assignments: You must turn in all assignments on the due day; 20% will be lost if an assignment is late by one day and after that, assignments will not be accepted. Plan ahead (or make arrangements in extreme circumstances).

Attendance: Students are responsible for everything that goes on in class. This requires regular attendance. Please respect others by being on time and staying for the entire class. Please turn cell phones and other electronic devices off while in class, unless otherwise directed.

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

<i>16 Jan 2014</i>	ENVS 520, Spring 2014 (Proposed schedule)	Readings*	What's due?
14-Jan	Intro to course; discuss writing of briefing memos based on video		
16-Jan	EM* parts 1, 2, and 3 (Brianna); intro to portfolios	EM p. 3-83	Briefing memo (EM)
21-Jan	Discuss resume, job search activities, Linked In		
23-Jan	EM parts 4 and 5 (Hilary)	EM p. 87-126	Briefing memo (EM)
28-Jan	MSB out of town; work on resume and Linked In profile		draft resume due at midnight
30-Jan	MSB out of town; work on Linked In profile and connections		
4-Feb	RS* chapters 1-3 (Morgan); MLA-style documentation refresher		Briefing memo (RS)
6-Feb	Taking Sides discussion	TS issue 21	improved resume; Linked In assignment
11-Feb	RS chapters 4 and 5 (Brianna); TS discussion		Briefing memo (RS)
13-Feb	RS chapters 6 and 7 (Hilary); TS discussion		Briefing memo (RS)
18-Feb	RS chapters 8 and 9 (Morgan); intro to research paper; TS discussion		Briefing memo (RS)
20-Feb	Taking Sides discussion	TS issue 11	TS 21 write-up using MLA-style documentation
25-Feb	FN* chapters 1-4 (Brianna); TS discussion		Briefing memo (FN)
27-Feb	TS discussion; APA-style documentation refresher		
4-Mar	FN chapters 5-7 (Hilary); TS discussion		Briefing memo (FN)
6-Mar	Using the library to best advantage		TS 11 write-up using APA-style documentation
11-Mar	FN chapters 8-10 (Morgan); paper topic discussion		Portfolio mock-up; no briefing memo due
13-Mar	Work on final papers		

18-Mar	Spring break		
20-Mar	Spring break		
25-Mar	Taking Sides discussion	TS issue 15	
27-Mar	TS discussion; work on final papers		Preliminary outline of paper
1-Apr	TS discussion; work on final papers		
3-Apr	Work on final papers		
8-Apr	Work on final papers		Expanded outline of paper
10-Apr	Work on final papers		TS 15 write-up using any documentation style
15-Apr	Work on final papers		Completed portfolios
17-Apr	Discussion about paper presentations and completion		Rough draft of paper
22-Apr	Work on final papers		
24-Apr	Work on final papers		
29-Apr	Study day – portfolios reviewed by faculty committee		
3-May	Saturday, 11:30 am exam period: project presentations; portfolios returned		Presentations
6-May	Tuesday at noon: Final version of paper due; drop off paper copy in Banc G06		Research paper
	*EM – Essential Muir		
	FN – Field Notes from a Catastrophe		
	RS – The Rising Sea		
	TS - Taking Sides		