Class meetings: Days: Mondays for the first 7 weeks of the semester, 3:00 pm- 4:55pm  
First class is September 14, 2015  
Room: 302 Kaufert Laboratory, St. Paul

Course Description: This required course provides orientation and guidance in planning for students transferring into the Environmental Sciences, Policy and Management (ESPM) major. We will use course activities to explore careers, tracks within ESPM, and internships. You will practice and enhance your skills for on job and internship searching, resume writing and job interviewing.

Audience: A required 1-credit course for all advanced standing students entering the ESPM major.

Instructors: Jessica Gutknecht, Assistant Professor | S431 Soil Science Building | 612-626-8435 |jgut@umn.edu  
Office hours: Tues 1-2:30; Wed. 11:30-1:00  
Ingrid Schneider, Professor, | 301B Green Hall | 612-624-2250 | ingridss@umn.edu  
Office hours Tues/Thu 12:45 to 1:15

TA: Cameron Blake, MS student | 252 Borlaug Hall | 763-447-7913 | blake257@umn.edu  
Office Hours: Mon. 12:00pm-1:00pm

Prerequisites: Must be a student transferring into ESPM major or planning to transfer

Text and references: Handouts and web page referrals

Webpage: Readings and assignments will be provided on the course Moodle site. There are two ways to access Moodle sites:

1) Via myU portal: Go to myU Portal page at https://idp2.shib.umn.edu/idp/umn/login, login with your Internet ID, and click on My Courses tab, to see the links to Moodle sites to which you already have access.

2) Via Moodle server: Go to http://ay14.moodle.umn.edu and login there with either your Internet or Guest ID. Once logged in, you will be able to see the links to your own sites, and you will also be able to browse and self-enroll into other sites, open for public access.

Grading basis: A/F–based on written assignments, class attendance/participation

Class Format: Lecture, discussion, and guest speakers. Students will engage with faculty, staff, alumni/working professionals, and other students to learn more about the ESPM program and study abroad, internship, and career opportunities. Activities will include group discussion and completion of written assignments. These activities will help students to get to know the St. Paul campus and one another, get started on academic and career planning, and become familiar with tools to improve the
undergraduate experience. Students are expected to participate fully in class by critically reading materials, asking questions and participating in discussions, and completing assignments in a timely and professional manner. Questions about assignments should be asked BEFORE the assignment is due.

Objectives for ESPM 1002:

(1) Understand the ESPM major and associated career opportunities by providing information on course offerings, graduation requirements, research opportunities, and study abroad and internship programs.

(2) Cultivate confidence and skills for student and professional success. Orientation to the Student Services Office, Learning Abroad Center, and the St. Paul Campus Career Center.

(3) Create a sense of belonging by providing an early opportunity to meet and interact with other ESPM transfer students, ESPM faculty and staff, and environmental professionals.

Assignment Descriptions and Grading

Participation (32 pts.)

4 pts per class, except mock interview day, which is 8 pts. 32

Assignments (68 pts.)

St. Paul campus orientation 5
Resume (5 for 1st draft, 5 for 2nd draft, 15 for final) 25
Course plan, contract courses, email advisor 10
Informational interview 10
Preparation for internship fair 8
Introduction/elevator speech 10

Course total (100 pts.) 100

Assignment Schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Number</th>
<th>Assignment Description</th>
<th>Assignment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14</td>
<td>1</td>
<td>St. Paul campus orientation (due 9/14 at the end of class)</td>
<td>5</td>
</tr>
<tr>
<td>9/28</td>
<td>2</td>
<td>1st draft of resume (upload to Moodle BEFORE class)</td>
<td>5</td>
</tr>
<tr>
<td>10/5</td>
<td>3</td>
<td>Course plan, list of contract courses, e-mail advisor (upload to Moodle &amp; e-mail TA before class)</td>
<td>10</td>
</tr>
<tr>
<td>10/12</td>
<td>4</td>
<td>2nd draft (revised) resume, cover letter, job description for in-class peer review (bring hardcopy to class)</td>
<td>5</td>
</tr>
<tr>
<td>10/19</td>
<td>5</td>
<td>Report on informational interview (upload to Moodle before class)</td>
<td>10</td>
</tr>
<tr>
<td>10/19</td>
<td>6</td>
<td>Prepare for internship fair (upload to Moodle before class, also print and bring to class)</td>
<td>8</td>
</tr>
<tr>
<td>10/26</td>
<td>7</td>
<td>Elevator speech (upload to Moodle before class and present)</td>
<td>10</td>
</tr>
<tr>
<td>10/26</td>
<td>8</td>
<td>Final resume, cover letter, job description (upload to Moodle before class)</td>
<td>15</td>
</tr>
</tbody>
</table>
Participation Grading (32 total points)
Participation is based on class attendance and participation in mock interviews. Each class you attend, in full, is worth 4 points (with the exception of the day we do mock interviews which counts 8 points).

Assignment Grading (total of 68 points across 8 assignments; rubrics on Moodle):

• **Orientation to St. Paul Campus, September 14th (Assignment #1)** (5 points). Complete an orientation experience that requires you to locate and record certain elements of key resources and locations on the St. Paul campus. Fill out the sheet and turn in the assignment at the last stop (at the end of class). Further information regarding the scavenger hunt assignment will be given in class. (All correct = 5 pts, 2 or 3 incorrect is 3 pts, etc.)

• **Resume Writing (Assignments #2, 4, 7)** (25 points). To create the best possible resume in our time together, we ask you to craft and revise your resume during the semester. **September 28th (Assign. #2)**: upload a word-processed resume based on the guidelines from the Career Center webpage [http://www.stpaulcareers.umn.edu/resumes/index.html](http://www.stpaulcareers.umn.edu/resumes/index.html) (5 points). We will make suggestions and return it for revisions by October 5th. **October 12th (Assign. #4)**: find a position for which to apply (GoldPASS is one job site to consider) and revise your resume to suit this position. Bring a copy of the position description, your revised resume, and a cover letter to class Oct 12. This cover letter and resume will be peer reviewed in class (5 points). **Oct 26 (Assignment #7)**: Post your final resume, job description, and cover letter to Moodle. Include a 2 to 3 sentence description stating how you have modified your resume according to the feedback you received on the first draft and peer review. (15 points). The resume is graded based on the ‘resume checklist’ distributed by career services. Scheduled seminars from the campus Career Center and web materials on writing resumes and cover letters are available at:
  o [https://www.careerhelp.umn.edu](https://www.careerhelp.umn.edu)
  o [http://www.career.umn.edu/campuswide_events.html](http://www.career.umn.edu/campuswide_events.html)
  o [https://www.careerhelp.umn.edu/resumes](https://www.careerhelp.umn.edu/resumes) [https://www.careerhelp.umn.edu/coverletters](https://www.careerhelp.umn.edu/coverletters)

• **Course Plan, October 5 (Assignment #3)** (10 points). Use the Microsoft Excel template available on Moodle to complete a plan of your remaining coursework. Find the “Suggested 2-year (transfer) plan” specific to your track on the ESPM website for help with determining what classes you must take to graduate ([http://www.espm.umn.edu/PlanESPMmajor/index.htm](http://www.espm.umn.edu/PlanESPMmajor/index.htm)). Email your advisor to schedule an appointment to review your course plan and send a copy of your email to the teaching assistant. Lastly, post your 2-year plan on the Moodle site. Please also bring your APAS report to class. You will receive 7 points for completing your course plan and identifying appropriate contract courses and 3 points for emailing your advisor. Note, the contract course identification is based on your career goals and developed in concert with your advisor.

• **Informational Interview Report, October 19 (Assignment #5)** (10 points). Find a working professional (outside the University of Minnesota **who is not related to you**) whose job is one you might see yourself eventually seeking, and interview that person. This web site ([http://www.d.umn.edu/careers/handbook/informational.html](http://www.d.umn.edu/careers/handbook/informational.html)) provides ideas on how to find people to interview and what and what NOT to ask 😊. Prepare a 90 second Flipgrid (video) presentation naming the person and company with whom you interviewed, describing the interview, what you discovered, why you are or are not interested in this type of position and your next steps for career exploration. Post your Flipgrid video before class Oct 19.
• **Internship fair preparation, October 19 (Assignment #6)** (8 points): You will be attending a fair where all those in the ESPM major who have done an internship will be presenting them. You will be provided a list and short summary of each internship. You will choose 3 internships of interest to you in order of your preference. Know that you may be asked to attend a presentation other than your third choice. For each of the 3 internships, you will prepare 1 question to ask each of the presenters. Your list of internships and questions should be uploaded to Moodle before the beginning of class on October 19. You should also bring a printed copy to class so that you can ask your questions of the presenters.

• **Elevator Speech (Assignment #8)** (10 points): Prepare a 30 to 45 second concise, informative, professional summary of your career interests and background. This speech will be peer reviewed Oct 13 along with your resumes and cover letters, and then presented at the mock interview session on Oct 26. You should also upload your speech to Moodle before class the 26th.

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**Overall Course Grading (100 points total)**

Individual assignment and overall scores can be converted to grades by the following approximation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C</td>
<td>77%</td>
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<tr>
<td>C+</td>
<td>73%</td>
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<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>67%</td>
</tr>
</tbody>
</table>

Assignments are to be turned in either as uploaded documents (course plan, draft resume, final resume, elevator speech, internship fair preparation, and informational interview Flipgrid video), emailed to TA (copy advisor email), or brought to class (campus orientation, revised resume) by or at the beginning of the class period on the due date. We want you to succeed and do well. If you are concerned about a graded assignment, please see us within 48 hours with concerns.

**Late Assignment Policy:** Most assignments must be uploaded on Moodle. Assignments will be penalized 10 percent for every day late unless there is a prior arrangement with the instructor in writing. An incomplete for the course is not allowed.

**Student Academic Integrity and Scholastic Dishonesty:** ([http://www1.umn.edu/oscai/](http://www1.umn.edu/oscai/)) Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**Policy on students with disabilities:** Any student with a documented disability condition (e.g. physical,
learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructors as soon as possible at the beginning of the semester. You should also contact Disability Services on campus if you haven’t already done so (612-626-1333 or http://ds.umn.edu/)

Student Mental Health and Stress Management
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 a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.

Email etiquette: These guidelines will help you not only as a student, but in your future professional life as well. If you need to contact the TA or one of the instructors, please read and follow each of the guidelines below:

• **Use an informative subject line:** Your subject line should summarize the content of your email.
• **Begin email with a greeting:** Especially if you do not know the person, begin with “Dear X” or “Hello Y”.
• **Keep the body of the email short yet complete:** Don’t make emails longer than they need to be, but make sure you address all the necessary elements, especially when you are responding to questions.
• **Include your name at the bottom of the message:** Even if a recipient may know you, he or she may not know that the email address belongs to you. In addition, it often helps to have a signature with contact information such as your email and phone number.
• **Explain attachments:** Include a brief statement explaining any email attachments. For example, “Please find attached my 2 year plan I would like to review with you in our meeting”. While it may be clear to you why you are including the attachment, it is not always clear to the recipient.
• **Read your email before you send:** You want to catch spelling or grammar mistakes and prevent any misunderstandings.

In addition, here are a few websites with further information and tips on email etiquette:

- http://owl.english.purdue.edu/owl/resource/636/01/
- http://www.emailreplies.com/#10thread

**Reminders:**

• Learning should be an enjoyable process. Therefore, if you have questions-ask; if you’re confused, let us know; if you’re concerned about your grade or assignments, let us know!
• Please advise us early of religious holidays or other events that will take you away from class.
• There are a variety of different approaches to learning. Please visit the following site if you are curious about your learning style and for support with your learning: http://www.vark-learn.com/english/page.asp?p=questionnaire
• The following websites are available for writing and assignment assistance:
  - Clear writing information: www.plainlanguagenetwork.org/plaintrain/index.html
  - Assignment calculator: http://www.lib.umn.edu/help/calculator/
  - Library research guide tutorial: http://tutorial.lib.umn.edu/infomachine093b.html
• To preserve a positive learning environment, please turn phones off or to mute during class and refrain from texting.
Sept 14 -- **Class 1. Introductions**
- Introduction of instructors and students, questionnaire
- Overview of course
- Formation of student base groups
- Orientation to St Paul Campus.
- **DUE:** Turn-in scavenger hunt sheet to instructors at the end of class.

Sept 21 -- **Class 2. Curriculum Overview & Internships**
- Undergraduate Research Opportunities (UROP) and internship experience presentations
- All five curriculum tracks discussed; breakout in small groups for question and answer session

Sept. 28 -- **Class 3. Career Opportunities**
- Demonstrate LogIn and Access to GoldPASS (follow instructions on Moodle)
- Science and Policy career guests
- **DUE:** Upload 1st draft of resume to Moodle before class

Oct 5 -- **Class 4. Study Abroad Opportunities**
- Introduction to study abroad
- International studies student guest(s) and/or webinar presentation
- Discussion of APAS, Grad Planner, Schedulizer & Contracts; bring your APAS to class
- **DUE:** Course plan and contract courses (Moodle) and email to advisor (copy TA) before class

Oct. 12 -- **Class 5. Career Services**
- Job search strategies
- Peer reviews of cover letter and resumes (done in class)
- **DUE:** Revised resume with cover letter and job description (bring hardcopy to class). Also upload (Moodle) your list of 3 internships and questions for chosen internship presentations

Oct. 19 -- **Class 6. Internship Fair and Graduate Studies**
- Meet at the Northstar Ballroom at 3 pm for an Internship Fair to learn about internships from students in the ESPM 4096 Internship class. Find your three chosen internships to speak with.
- At 4 pm we will return to 302 Kaufman for a graduate student panel and overview on applying to graduate school & peer review of resumes and elevator speeches
- **DUE:** Upload informational interview report to Flipgrid before class. Bring draft elevator speech to class for peer review.

Oct. 26-- **Class 7. Mock Interviews and Elevator Speech**
- Discuss informational interviews
- Small group mock interviews with 30 second introductions/elevator speech (find guidelines for elevator speech on Moodle)
- Class evaluation
- **DUE:** Upload final resume, cover letter, job description before class (Moodle)
- **DUE:** Upload elevator speech to Moodle before class and bring hardcopy to class for presentation
- **DUE:** Fill out class evaluation