

ESPM 1002
Orientation to Environmental Sciences, Policy and Management Major
For Transfer Students
Course Syllabus - Fall Semester, 2018

Class meetings: 1st and 7th week of the semester, 3:00 pm- 4:55pm
First class is September 10
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 enhance your success and sense of community at the University and within the ESPM major while we explore the major, maximizing your time at the University, and preparing you for a environmentally-focused career.

We anticipate that by the end of the class students will

- 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.* through an orientation to the Student Services Office, Learning Abroad Center, and the St. Paul Campus Career Center.
- 3) *Create a sense of community* by providing an early opportunity to meet and interact with other ESPM transfer students, ESPM faculty and staff, and environmental professionals.

In terms of University student learning outcomes, during this class we anticipate students will

- 1) locate and critically evaluate information,
- 2) learn to or enhance their communication ability,
- 3) acquire skills for effective citizenship and life-long learning

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

Instructors: Ingrid Schneider, Professor | 301B [Green Hall](#) | 612-624-2250 | ingridss@umn.edu
Office hours: Monday 215PM to 245PM (lead Fall 2018)

Jessica Gutknecht, Assistant Professor | 612-626-8435 | (lead spring 2019)

Teaching Asst: Claire Benton, Undergraduate Research Asst | 301a [Green Hall](#) |
Office Hours: xx

Prerequisites: Must be a student transferring into ESPM major or planning to transfer;
Seniors should take [CFANS 3201 "Career and Internship Prep"](#)

Text and references: Handouts and web page referrals through Canvas online learning

Webpage: Readings and assignments will be provided on the course Canvas site.
There are two ways to access Canvas 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 Canvas sites to which you *already have access*.

- 2) *Via Canvas server:* Go to <https://canvas.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 class sites.

Grading basis: A/F–based on written and in-class assignments

Class Format: This is a hybrid course that includes both in-person and online engagement. We will have two in-person meetings with both in-person and online 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 individual, peer and group discussion and completion of written assignments. Students are expected to participate fully in class by critically reading materials, asking questions and participating in discussions, online forums, and completing assignments in a timely and professional manner. Questions about assignments should be asked **BEFORE** the assignment is due.

Assignment Descriptions and Grading

<i>Description</i>	<i>Points</i>
St. Paul Campus treasure hunt (in person)	5
Resume (1 st draft = 5 points; 2 nd draft =5 points, including revised resume, cover letter, job description; Final draft = 15 points, including cover letter, job description, resume & 2- 3 sentences explaining revision; upload AND bring a hardcopy to interview session, the last class period	25
Advising & mentoring appointments, course plan, contract/core course list, possible minors, questions	15
Report & reflect on informational interview	10
Scholarship application	10
Elevator speech (3 points peer review, 3 points written submission, 4 points oral presentation last day of class)	10
Mock interview attendance, performance and peer feedback (in person)	10
Reflections (readings on diversity, well-being, panelists and internship reflections)	20
Total	105

Overall Course Grading (100 points total)

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

A 90 to 100% B 89-80% C 79 to 70% D 69 to 60% F 59% and below

Description of Assignments

- **St. Paul Campus Treasure Hunt (5 points).** Complete an orientation experience that requires you to locate, visit, and record certain elements of key resources and locations on the St. Paul campus with a small group. (All correct = 5 pts, 2 or 3 incorrect is 3 pts, etc.)
- **Resume Writing (25 points).** To create the best possible resume in our time together, we ask you to craft and revise your resume during the semester.
1st draft: upload a word-processed resume based on the guidelines from the [Career Center webpage](#) (5 points). We will make suggestions and return it for revisions.

2nd draft: find a position for which to apply ([GoldPASS](#) is one job site to consider) and revise your resume to suit this position. Upload a copy of the position description, your revised resume, and a cover letter to class for peer review (5 points).

Final resume, job description, and cover letter with a 2 to 3 sentence 'revision note' description stating how you have modified your resume and cover letter according to the feedback you received on the first draft and peer review. Upload to Canvas and bring hard copies of all materials to class for the mock interviews (15 points). Materials on writing resumes and cover letters are available at this [site](#).

- **Advising & Mentoring Appointments, Course Plan & Contract/Core Course List (15 points).** Secure appointments with both your ESPM advisor and your ESPM mentor (upload to Canvas screen shot or email confirming you had appointment from advisor). Then upload, as a single document to the Canvas site, your a) new or updated course plan (export it or take a screen shot), b) potential contract or core courses (depends on your track), c) a description of at least 2 minors that would enhance your major and be feasible with your current major, and d) at least two questions or muddy points about the major, minor or courses. Advisor appointment & faculty mentor appt, (5 points total): Course plan, (3 points): identified contract or core courses (2 points), 2 possible minors (4 points), questions/muddy points (1 point).
- **Informational Interview Report & Reflection (10 points).** Find a working professional (outside the University of Minnesota **who is not related to you**) who has a job you're interested in. Interview that person. This [web site](#) provides ideas on how to find people to interview as well as what and what NOT to ask ☺. Prepare a 90 second informal verbal presentation 1) naming the person and organization with whom you interviewed, 2) describing the interview, 3) what you discovered, 4) why you are or are not interested in this type of position and 5) your next steps for career exploration. You will share this via Flipgrid. Upload the contact information of the person you interviewed on Canvas.
- **Scholarship Application (10 points).** Draft a scholarship application for the forthcoming College scholarship opportunity. To do this, prepare 200 words on each of the following topics: 1) career goals, 2) leadership experience, 3) your experience with diversity, and 4) financial need; Scholarship details located [here](#).
- **Elevator Speech (10 points).** Prepare a 30 to 45 second concise, informative, professional summary of your career interests and background. This speech will be peer reviewed online via Flipgrid, and then presented at the mock interview session at the end of the class. Upload your final written speech to Canvas with a 2 sentence revision memo before the mock interviews (3 points peer review, 3 points written statement, 4 points oral presentation).
- **Mock Interview (10 points).** Participate in a mock interview with your peers; respond to several questions in a mock interview setting, constructively evaluate peers in their performance.
- **Reading Reflections (20 points).** We will have 4 reflections (5 points each) due in this course: 1) diversity reading, 2) well being/grad panel, 3) internships/HECUA, UROP, and 4) study abroad and international opportunities.

Assignments Save the file with your last name, first name and then the assignment name or a fairly

clear abbreviation for the assignment. So, for example, Dr. Schneider's resume draft could be saved as: SchneiderIngridresdraft1. We want you to succeed, do well, and understand your given grade for an assignment: please see us with concerns within 48 hours of assignment grading.

Late Assignment Policy: Assignments will be penalized 10% every calendar day late if not turned in ontime unless there is a **prior** arrangement with the instructor in writing. If you turn it in after the due date and time, there is a 10% penalty. An **incomplete** for the course is not allowed.

Student Academic Integrity and Scholastic Dishonesty: [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 Resources Center](#) Services on campus if you haven't already done so (612-626-1333).

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. Learn more about the broad range of confidential [mental health services](#) on campus.

Nutrition resources

Any student who has difficulty affording groceries or accessing sufficient food to eat every day is urged to connect with the [Nutritious U pantry](#) which will run out of Coffman Union. Other food resources can be found at this [site](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

Email etiquette: These guidelines will help you not only as a student, but in your future professional life as well. Please read and follow each of the guidelines below in all of your class and professional correspondence:

- **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 is a [website](#) with further information and tips on email etiquette.

Reminders:

- Learning should be an enjoyable process and we intend for our classroom to be an open, safe learning environment. 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 so that we can best accommodate your needs.
- 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
- The following websites are available for writing and assignment assistance:
 - [Student Writing Support](#)
 - [Assignment calculator](#)
 - [Career and internship services](#)

To preserve a positive learning environment, please turn phones and computers off or to mute during class and refrain from texting.

ESPM 1002 Class Schedule, Fall 2018

Sept 10 –**In person: Welcome! Engagement with fellow students & the campus**

- Introduction of instructors and students, questionnaire results presented
- Course overview, syllabus jigsaw
- Formation of student base groups by track interest
- Hidden treasures and essentials of the St. Paul Campus.
- Engagement with ESPM faculty, support staff, and students @ Gopher Spot
- DUE in-class: St. Paul campus 'treasures' sheet: submit one per group via Qualtrics & return tablet to instructor/TA at end of class

Sept 17 – **Keeping you on track: Clarifying track questions**

- View all five curriculum track videos; create any questions about them to turn in
- Review selected ESPM track curriculum sheets
- Create course plan with contract/core courses & consider 2 related minors
- Read diversity reading
- DUE by midnight Submit draft a) course plan, b) list of contract/core courses (if required), c) consideration of at least 2 minors, d) at least two muddy points/questions about track; Reflection on diversity reading

Sept 24 – **Career opportunities & graduating successfully**

- View at least 3 graduate student speaker videos
- View graduate school application video
- View CFANS Scholarship assignment preview video
- Read one of two common readings on well-being
- Complete well-being assignment
- DUE by midnight Upload 1st draft of resume, respond to grad school panelists; reflection on well-being and school/career

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Oct 1 – **Exploring internship and research opportunities**

- Attend Internship Fair to learn about internships from students in the ESPM 4096 Internship class.-Northstar Ballroom in [St Paul Student Center](#) at 3 pm
- View Undergraduate Research Opportunities (UROP) Info & panel
- View HECUA video
- DUE by midnight Scholarship application, Internship/HECUA/UROP reflection

Oct 8 – **Laying the foundation for your professional prowess**

- Job search strategies
- DUE by midnight: Informal informational interview oral report (via Flipgrid); Revised resume with cover letter and job description (upload hardcopy of all documents for peer review)

Oct 15 – **International opportunities**

- *Optional*: Complete [First Step Module](#) for study abroad (24 minutes)
- View international studies student guest(s) presentations
- Elevator speech practice and peer review
- DUE by midnight: Upload draft elevator speech to class for peer review; Peer reviews of cover letter and resumes; Reflection on international study

Oct 22-- **In person: Mock interviews and elevator speech**

- Small group mock interviews with 30 second introductions/elevator speech (find guidelines for elevator speech on Canvas)
- DUE by class: Upload final resume, cover letter, job description and revision explanation before class; upload final elevator speech to Canvas before class; bring hardcopy of resume and job description to class for the mock interview;
- DUE by midnight: Class evaluation
- Engagement with ESPM faculty, support staff & students