## New Core Component Proposal

**Viewing:** ESSM 481-W : Senior Seminar

**Last edit:** 01/23/18 2:19 pm

Changes proposed by: m-kothmann

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix</td>
<td>ESSM</td>
</tr>
<tr>
<td>Academic Level</td>
<td>UG</td>
</tr>
<tr>
<td>Abbreviated Course Title</td>
<td>SENIOR SEMINAR</td>
</tr>
<tr>
<td>Crosslisted With</td>
<td></td>
</tr>
<tr>
<td>Hour(s)</td>
<td></td>
</tr>
</tbody>
</table>

### Writing Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>1</th>
<th>Enrollment per Section (Avg.)</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who will evaluate them?

Students will submit their writing assignments to Peerceptiv where they will be reviewed by peers, the undergraduate student intern, and the instructor. The instructor will assign all final summative grades.

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.

The undergraduate student intern will provide reviews of student’s written assignments and will also be available to provide individual tutorial assistance for students requiring additional help with writing.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the W component.
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Papers</td>
<td>3300</td>
<td>60</td>
<td>No</td>
</tr>
<tr>
<td>Cover Letter and Resume</td>
<td>300</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Portfolio [electronic]</td>
<td>1500</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here.

Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

NA

Describe the formative feedback provided on student writing, especially on major assignments.

Students will conduct peer review of writing assignments and also through review of papers by the undergraduate teaching intern and the instructor.

Describe how you provide writing instruction.

Writing instruction will be provided through both lecture and papers and instructions posted on the course page in eCampus.

Additional Comments

Students will focus their writing assignments on topics that are important to their future professional development and important current issues in ecosystem science and management.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  Syllabus_ESSM_481_Spring_2018.pdf

Reviewer Comments  Jan Helgoth (helgoth) (01/23/18 2:19 pm): Rollback: to Feb Agenda
ESSM 481 – Senior Seminar
TOPIC: Professionalism and Current Issues in Natural Resources
WHERE: Room:
INSTRUCTOR: Dr. M. M. Kothmann
OFFICE: 119 KLCT; OFFICE PHONE: 979-845-5575; CELL PHONE: 979-229-7410
E-mail: m-kothmann@tamu.edu

COURSE DESCRIPTION
The primary goal of this course is to help you develop professional writing skills. This is a writing intensive course. Your grade will come from writing issue papers, resume & cover letter, and ePortfolio) and from class participation. You will work with a group to develop and deliver a Power Point presentation to the class and then lead a class dialogue on a current natural resources issue. You will be encouraged to develop professional attitudes, ethics, and skills.

LEARNING OBJECTIVES
• Enhance communication skills through critical reading, analysis, writing, dialogue, and listening
• Demonstrate original and critical thinking through writing and dialogue
• Develop an understanding and awareness of important current natural resource issues
• Demonstrate the ability to write professional-quality technical synthesis papers
• Develop a professional ePortfolio
• Experience professional dialogue with student peers
• Develop skills for networking and job search
• Develop skill in writing a Resume and Cover Letter targeted to a specific job

THINGS YOU WILL BE EXPECTED TO DO
• Be in class before 8:00 AM; be properly prepared for each class meeting (Tardy reduced participation grade)
• Dress and behave as expected of a professional
• Read and follow all of the instructions in the course syllabus
• Develop your resume and a cover letter to apply for a specific job of your choosing
• Develop an ePortfolio that is suitable to submit with your application for a job
• Read the journal papers provided on eCampus and write Issue Papers
• Review papers submitted by other students and your paper and provide constructive comments
• Revise and resubmit Issue Papers that do not meet professional standards (grade of B or better)
• Participate in class dialogue each week
• Participate with your group in leading and moderating class dialogue on one issue topic

GRADES
60% Issue Papers (See course policy for late work)
10% Moderator's Power Point Presentation and in-class performance as moderator
10% Resume & Cover Letter
10% ePortfolio (This item will include multiple reflections that provide in-depth evidence of the student’s KSAV
10% Class attendance (Each absence reduces this grade 50%; Tardy is ½ of an absence) Greater than 3 unexcused absences will result in a F in this course.

Students who do not pass the writing component of this course cannot pass the course.

TEXTBOOK: Classnotes will be available on eCampus; There is no required textbook.
POLICY STATEMENTS

Submit all class assignments to links in eCampus as Word or PDF files. The Job Announcement should be submitted as a PDF file (not a web link). Graded papers will be returned through eCampus and the grades will be posted in the eCampus gradebook. **All issue papers should also be uploaded to the Turnitin link for checking originality.**

Problems uploading files are generally a result of the security settings on your computer. You can use any computer in a student computing lab to upload your files if you have problems from your computer.

**Attendance policy**
(see Rule 7, link on Homepage WebCT)

Texas A&M Student Rule 7, Appendix IV (Revised 2005): “Excused Absences for Religious Holy Days.” A “religious holy day” is defined as one observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code.

**Make-up Examinations**
This course has no in-class examinations so there are no make-ups. All assignments are to be completed outside of class and submitted to eCampus before the due date/time. Missing a submission deadline because you waited until the last hour and then had an “emergency” is not an excuse for being late. The late penalty will apply.

**Handouts**
The handouts and files posted on eCampus for this course are copyrighted. Handouts include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, without prior permission of the instructor.

**Academic Integrity Statement**
*“An Aggie does not lie, cheat, or steal or tolerate those who do.”*
As a student at Texas A&M University, it is your duty to know and live by the Aggie Honor Code. For details, please refer to the Honor Council Rules and Procedures on the web.

**Plagiarism**
Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Evidence of plagiarism will result in an automatic null mark for the assignment or test. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” All papers will be checked for originality though Turnitin and violations will be given a grade of zero on the assignment and the infraction reported to the Aggie Honor System Office.

**Americans with Disabilities Act**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disabilities Services.
University Statement on Harassment and Discrimination
Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human
dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that
values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation
and world. All decisions and actions involving students and employees should be based on applicable law and
individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including
harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or
veteran status.

Individuals who believe they have experienced harassment or discrimination prohibited by this statement are
encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the
Dean of Student Life at 845-3113, faculty members should contact the Office of the Dean of Faculties and Associate
Provost at 845-4274, and staff members should contact the Human Resources Department Employee Relations Office
at 862-4027.

PARTICIPATION IN CLASS (10%)

Each class member is expected to attend class and participate/contribute to the dialogue/discussion sessions in this course.

It is important that you read the assigned papers as background information on the issue/topic and write your issue paper
prior to the seminar session. Your issue paper should present an objective analysis of the issue and contain a conclusion
that is based on your analysis. Evidence of objective analysis of the issue and critical thinking should be apparent in your
paper.

The class discussion will provide you an opportunity for oral sharing of your views and opinions on the issue. Your opinions
and concerns are important and you are encouraged to share them with the group. Our goal is not to "argue" or to try
to reach consensus of opinions on the issue, but to share in dialogue with each person contributing. You are encouraged to
listen carefully to what others have to say.

Be considerate of other class members at all times. Do not interrupt. Do not start “side conversations” with another class
member. There should be only one person speaking. Wait until the moderator recognizes you before speaking. The
moderator is responsible for directing the dialogue. All contributions should be addressed to the whole class; no
side conversations.

Each student should try to make at least one contribution to the dialogue. For some of you this will be difficult as your natural
inclination is to listen, not to speak. For others, you will need to restrain your desire to speak frequently. Some topics will be
of greater interest to you than others, but your contribution is expected on a regular basis.

ISSUE PAPERS (60%) (six @ 550 words-3,300 words)

Read and follow the guidelines below for writing the issue papers. I am particular on style of writing so I recommend that
you study and follow the specified style/form for the issue papers. All issue papers are to be submitted on Turnitin and the
Assignment link. An outline and description for the issue papers is below. Use the heading listed below in your paper.

Title: The title should be interesting and related to the topic.

Identification and Analysis of Issue: (450 words) Present an integrated synthesis of the primary issue in the assigned
papers and describe the significance and scope. This section should identify and analyze the primary issue. It should not just
provide descriptive information. It should include clear evidence of critical thinking. The following questions are suggested to
guide your analysis. Why is this issue important? Are there differences of opinion among authors or do they agree? How do different authors present the issues? Do the authors make assumptions? Demonstrate evidence of your analysis and evaluation by providing original information and perspectives in your paper.

**Conclusions:** (100 words) All conclusions should be based on your analysis of the issues. There should be clear evidence of critical thinking.

**Literature Cited:** Use EndNotes for literature citations in the text and Literature Cited. All citations are to follow the CBE Style Manual.

**Grading rubric:** Use the rubric provided in Peerceptiv to review your own paper and the papers of three other students. The instructor will also provide a review of your paper and will grade the papers using Benchmark grading in Peerceptiv. A copy of the Issue Paper grading rubric is included in this syllabus.

**Late Policy:** Issue papers are to be submitted prior to the date/time posted in the assignment. Late papers with unexcused absences will NOT be accepted and will receive a grade of zero. Students with a University excused absence that covers the time the assignment is due can submit the issue paper within one week of their return to class without a late penalty. Since you will have at least one week to complete and submit all assignments, last minute excuses are not considered valid excuses. Don't procrastinate until the last hour to submit your assignments.

**COVER LETTER and RESUME (10 %) (300 words-letter)**

Select a job announcement for a position that you are qualified for and that interests you. Print/obtain a PDF copy of the job announcement that includes all of the KSA for the job. Prepare your cover letter and resume as an application for that position. Refer to the instructional materials on eCampus for information on how to write the cover letter and resume. You will submit this assignment on the date due in the course schedule. You will be required to revise and resubmit this assignment if you receive a grade of C or less for writing on this assignment.

**PORTFOLIO (20%) (1,500 words)**

Prepare your ePortfolio with a format and content appropriate for submission to a professional job. Refer to the instructional materials on eCampus for information on how to develop the ePortfolio. You will submit the link to your ePortfolio to the assignment on eCampus. Be sure to set the privacy so that “anyone with the link can view”.

**MODERATING CLASS DISCUSSION/DIALOGUE (10%)**

For the week your group will be moderating, you will submit a PowerPoint presentation instead of an issue paper. This presentation PPT will be graded as a writing assignment. Your group will be responsible for preparing for and leading the class dialogue for one issue topic. As moderators, the group will need to read all of the papers for the topic and prepare a Power Point presentation to introduce the topic to the class. They will then moderate the class dialogue. Moderators should focus on the main issues and present alternative perspectives. The moderators, should include a list of questions in their presentation that you will guide the dialogue.

**Moderator Responsibilities**

- **Evaluation:** Class members and the instructor will utilize a grading rubric (see attached) to evaluate each moderator group. The group members, using a rubric (see attached), will evaluate individual participation within the moderator group.
- Prepare a Power Point presentation (12 min). This presentation should provide background information on the issue(s) and it may express some of their ideas and opinions on the topic based on their analysis. It should set the stage for a class dialogue (10-min).
- Lead the class dialogue. Moderators should not dominate the dialogue with their opinions.
• Have good questions to address to the class. Good questions cannot be answered by ‘yes’ or ‘no’. Ask your questions to specific individuals, not to the class in general.
• Encouraging everyone to participate in the discussion. This may require active intervention.
• Preventing individuals (faculty, students or moderator) from monopolizing time during the discussion.
• Close the dialogue by making appropriate concluding remarks.
• Thank the class for participating and return control of the class to Dr. Kothmann for any class announcements.

COURSE SCHEDULE
(This schedule is tentative and subject to change. Changes will be announced during class and by email sent to your university Gmail)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction, policies, overview, and assignments</td>
</tr>
<tr>
<td>Week 2</td>
<td>Cover Letter &amp; Resume &amp; ePortfolio assignments; EndNotes</td>
</tr>
<tr>
<td>Week 3</td>
<td>Use of Linkedin; Networking and identifying options</td>
</tr>
<tr>
<td></td>
<td>Paul Pausky</td>
</tr>
<tr>
<td>Week 4</td>
<td>Role of Networking in Professional Development</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Review of Issue Paper 1 &amp; Cover Letter Resume</td>
</tr>
<tr>
<td>Week 6</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td></td>
<td>Holly Kasperbauer</td>
</tr>
<tr>
<td>Week 7</td>
<td>Success as a Young Professional</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Review of Issue Paper 2</td>
</tr>
<tr>
<td>Week 9</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 3</td>
</tr>
<tr>
<td>Week 10</td>
<td>Review of Issue Paper 3 &amp; ePortfolio</td>
</tr>
<tr>
<td>Week 11</td>
<td>Integrity in Natural Resource Management: Ethics in Practice</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 4</td>
</tr>
<tr>
<td>Week 12</td>
<td>Describing Vegetation Dynamics on Forest Lands</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 5</td>
</tr>
<tr>
<td>Week 13</td>
<td>Describing Vegetation Dynamics on Rangelands</td>
</tr>
<tr>
<td></td>
<td>Issue Paper 6</td>
</tr>
<tr>
<td>Week 14</td>
<td>Course and instructor evaluations</td>
</tr>
</tbody>
</table>
**Issue Paper Grading Rubric (ESSM 481)**

**NAME:**

<table>
<thead>
<tr>
<th>Pts</th>
<th>Criteria</th>
<th>Inadequate (D-F)</th>
<th>Meet Expectations (C-B)</th>
<th>Exceptional (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>Paragraphs</strong> (5 points)</td>
<td>Paragraphs are not internally cohesive, paragraphs are not logically organized</td>
<td>Most paragraphs are internally cohesive and logically organized</td>
<td>All paragraphs are internally cohesive; Strong topic sentence with development of central idea</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Sentences</strong> (5 points)</td>
<td>Sentences are difficult to read and do not follow logically</td>
<td>Writing is not too difficult to read; Most sentences follow logically;</td>
<td>Writing is clear, concise and easy to read; All sentences follow logically and smoothly;</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Grammar</strong> (5 points)</td>
<td>Frequent punctuation errors, misspelling, ambiguity, wordiness, improper or convoluted word order</td>
<td>Some grammatical errors and misspellings; some wordiness;</td>
<td>Few grammatical and spelling errors;</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Style</strong> (5 points)</td>
<td>Sections missing; headings used improperly; less than 80% or recommended length</td>
<td>Most sections and headings present; near recommended length</td>
<td>All sections present; headings properly used; meets recommended length</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Citation of sources</strong> (5 points)</td>
<td>Sources generally not cited in text; literature cited missing or incomplete; does not follow guidelines</td>
<td>Some literature citations used in text; Lit Cited present and generally complete; style mostly correct</td>
<td>All sources cited in text and sources present in Literature Cited; style of citations is correct</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>Topic content</strong> (30 points)</td>
<td>Incomplete information; major issues not included</td>
<td>Significant information presented; Most major issues included</td>
<td>All major issues included; Shows clear understanding of issues</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>Integration and Critical analysis</strong> (30 points)</td>
<td>Little or no evidence of critical thinking; little integration of information across papers; content segmented for each paper</td>
<td>Some evidence of critical thinking; some integration of information across papers; some issues contrasted</td>
<td>Major issues demonstrate clear evidence of analysis, evaluation and critical thinking; information integrated across papers</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td><strong>Conclusions</strong> (15 points)</td>
<td>Conclusions are trivial and not based on analysis of issues.</td>
<td>Some significant conclusions presented; some evidence that they are based on analysis of the issues</td>
<td>Conclusions well developed; &amp; clearly based on your analysis of the issues.</td>
</tr>
</tbody>
</table>
Moderator Evaluation Form

Group: ___________________________

Total Points: ______ (100 points)

____ (10 points) PREPARATION
- Arrive early and prepare the classroom.
- Pass out Moderator Evaluation forms at the beginning of class.
- Introduce the topic and yourself prior to making your presentation.
- After completing your presentation, direct the completion and collection of evaluation forms.

____ (40 pts; 10 pts each) PRESENTATION (12 min)
- Begin the class with a one minute introduction to the topic
- Present information and analysis of various aspect of the issue; provide an objective analysis, not an argument.
- Support your statements with citations of sources for ‘facts’ presented.
- Have good questions to address to the class. Good questions cannot be answered by ‘yes’ or ‘no’.

____ (40 pts; 10 pts each) MODERATING THE DIALOGUE (10 min)
- Ask questions to specific individuals, not to the class in general.
- Encourage everyone to participate in the discussion. This will require active intervention.
- Prevent individuals from monopolizing time during the discussion.
- The opening and closing comments are good places for you to express some of your ideas and opinions on the topic, but as moderator, do not dominate the dialogue with your opinions.

____ (10 points) CLOSING COMMENTS (1 min)
- Close the dialogue by making appropriate concluding remarks.
- Return control of the class to Dr. Kothmann.
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficient:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developing:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introductory:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Responsible Team Member Behavior</strong></td>
<td>Recognize and seek additional team input when beneficial. Be considerate of other team members.</td>
<td>Adjust approach based on teammates’ suggestions. Volunteer to take responsibility for major tasks.</td>
<td>Actively participate in group work. Evaluate suggestions from team mates. Adhere to agreed-upon schedule.</td>
<td>Participate in discussion. Show interest in project. Perform assigned tasks on time.</td>
</tr>
<tr>
<td><strong>b. Delivering a Quality Project</strong></td>
<td>Describe the necessary pieces to create a quality project. Stimulate quality consciousness among team members. Take responsibility for the quality of all work done by the group.</td>
<td>Recognize the need for all defined project tasks. Help team members on specific tasks when asked in order to deliver a quality project.</td>
<td>Identify his/her role in delivering a quality project.</td>
<td>Recognize his or her apathy alone could result in a poor product. Minimally connect to end product.</td>
</tr>
<tr>
<td><strong>c. Response to Conflict</strong></td>
<td>Address destructive conflict directly and constructively, helping to resolve it in a way that strengthens the team.</td>
<td>Identify and acknowledge conflict and stay engaged with it.</td>
<td>Redirect focus toward common ground, toward task at hand, and away from conflict.</td>
<td>Passively accept alternate viewpoints, ideas, and opinions.</td>
</tr>
<tr>
<td><strong>d. Leadership Principles and Attitudes</strong></td>
<td>Organize and direct the efforts of a group using leadership principles and attitudes.</td>
<td>Apply leadership principles and attitudes.</td>
<td>Explain the role of a leader. List leadership principles and attitudes (respect, initiative, adaptability, confidence, integrity, etc.).</td>
<td>Define leadership and the role of a leader.</td>
</tr>
</tbody>
</table>