

ENSP 400
Capstone in Environmental Science and Policy
Fall 2019

T/Th 12:30 – 1:45 p.m.

Section 0101 – A. James Clark Hall (AJC), Room 2134

Section 0102 – Instructional Television Facility (ITV), Room 1111

Section 0101	Section 0102
<p><u>Instructor:</u> Dr. Mark Carroll Director, Environmental Science and Policy Program Office: 0220 Symons Hall Email: mc Carroll@umd.edu Office Hours: By appointment on T/W/Th</p>	<p><u>Instructor:</u> Ms. Joanna Goger Senior Lecturer, Environmental Science and Policy Program Office: 0218 Symons Hall Email: jgoger@umd.edu Office Hours: By appointment on T/W/Th</p>

Course Description

Catalog - Integration of physical, biological, and social sciences with applications to environmental science and policy. Problem-solving and multi-disciplinary case study evaluations pertinent to contemporary and future issues related to the environment.

Expanded version - The capstone experience in ENSP will engage students in learning how social-environmental concerns, situations, and problems can be addressed through multi-disciplinary methods in which a diverse group of people communicate, cooperate, and ultimately reach consensus on appropriate courses of action.

The major focus of this class is applying the skills you have learned as an ENSP major to the capstone project. Teams of students will investigate a current environmental challenge in Maryland, identified by the Chesapeake Climate Action Network (CCAN), the Partnership for Action Learning in Sustainability (PALS), the City of College Park, and the University of Maryland Office of Sustainability/Dining Services. The first two weeks of the course will provide an introduction to the project topics and an overview of the semester schedule. Students will then form teams and be introduced to the client staff assigned to each project to further scope the problem and the desired work product. Students will work independently to assess the science and policy in their discipline related to the project issue and as a team, integrate those disciplinary perspectives into the final product. Weekly meetings with instructors will guide and support this work.

Maintaining ongoing communication with client staff throughout the semester, student teams will deliver a mid-term progress presentation to assure all parties that the project is on track, the right issues are being examined, and the timeline for completion is still realistic. At the end of the semester, student teams will deliver a formal presentation to the project client to discuss their research findings and final work product.

ENSP 400 Curriculum Notes

ENSP 400 is an approved Capstone course that fulfills one of the two CORE Advanced Study course requirements; and an approved Scholarship in Practice course that fulfills one of the two required in the new Gen Ed program. See your advisor or do a self-audit to be sure you have completed the second Advanced Study or Scholarship in Practice course as required by your area of concentration. The exploration of sustainability issues in this course supports the Sustainability Fellows, an initiative of the Office of Sustainability. This is an important, ongoing project at the University of Maryland that aims to infuse courses and curricula across campus with learning and new thinking about sustainability.

Learning Outcomes as a Scholarship-in-Practice course in the Gen Ed program

By the end of this course, students will be able to:

1. Select, critically evaluate, and apply relevant areas of scholarship in environmental science and policy – by preparing and analyzing a bibliography of scholarly sources, government papers, and other authoritative and credible sources. This bibliography will be linked to and support the final project deliverable.
2. Critique, revise and refine the research approach to the assigned project by submitting weekly group and individual assignments, outlines, and drafts for review by peers and instructors.
3. Design and produce an individual work product that will support the final project deliverable.
4. Collaborate to bring about a successful outcome – by participating in a team of students assigned to investigate an environmental problem and develop a group product and presentation for a current social-environmental challenge.
5. Apply socio-environmental synthesis and transdisciplinary ways of knowing to produce a work product directly relevant to non-profit organizations, think tanks, and/or government agencies.
6. Effectively communicate the application of scholarship – by successfully preparing and delivering a formal presentation of the research findings and final work product to client staff in leadership positions using PowerPoint.

Required Course Materials and Related Course Information:

The instructors will be posting all course materials and critical course information on the ELMS/Canvas system <http://elms.umd.edu>, so it is important that you use this system. Please note that they will also communicate with the class through ELMS regarding any class cancellations, changes in meeting times, or room changes. Please be sure that your preferred and current e-mail address is listed in the Directory, and that email notifications are enabled for ELMS. You can check and update this information by going to Testudo (www.testudo.umd.edu/apps/saddr/).

Course Requirements and Grading:

You will have the opportunity to earn up to 1000 points based on the following assignments. Individual assignments are marked with an “I” and team assignments are marked with a “T”

<u>Type of work</u>	<u>Points/unit</u>
Project Assignments	920
<ul style="list-style-type: none">• Completed Questionnaire (I) (20pts)• Background research assignment (I) (45pts)• Letter of Engagement (T) (50pts)• Team Charter (T) (30pts)• 6 Group Reports (T) (60pts – 10pts each)• Outline of Group Paper (T) (25pts)• Individual Assignment: Scoping and Outline (I) (100pts)• Mid-Term Presentation (T) (80pts)• Self/team evaluation (I) Mid (60pts)• Self/team evaluation (I) Final (100pts)• Final Presentation (T) (100pts)• Final Deliverable (T) (250pts)<ul style="list-style-type: none">○ Individual Contribution (I) (100 points)○ Holistic assessment of the report (T) (150 points)	
Career Exploration	20
<ul style="list-style-type: none">• Resume (I) (20 pts)	
Learning portfolio (I)	60
<ul style="list-style-type: none">• Individual report (15 pts)• Resume (15 pts)• Career Reflection (15 pts)• Personal reflections (15 pts)	
TOTAL	<u>1000</u>

Grades:

Grades will be awarded by converting the points earned into a percentage. 100-98% = A+, 97-92 = A, 91-90 = A-; 89-88 = B+, 87-82 = B, 81-80 = B-; 79-78 = C+, 77-72 = C, 71-70 = C-; 69-68 = D+, 67-62 = D, 61-60 = D-; ≤ 59 = F. You may calculate your percentage grade at any time during the semester by dividing the number of points earned by the number of points possible at that point in the semester. Please see me if you have any questions.

If you would like to **appeal any grade** that you have received in this course, you may file an appeal within one week of the return of the assignment. Please submit a typed explanation of the reason why you think your grade should be changed, and deliver it to the instructor’s office.

Assignment Descriptions

All project topics have been identified in collaboration with the Chesapeake Climate Action Network (CCAN), the Partnership for Action Learning in Sustainability (PALS), the City of College Park, and the University of Maryland Office of Sustainability/Dining Services based on a match between identified needs and student expertise. Students will be assigned to project groups of 8-9 students based primarily on their ENSP concentrations. Early in the semester, students will be asked to identify their top project choices in a questionnaire. While we cannot guarantee students will be assigned to their top ranked projects, we will do our best to accommodate student preference.

Further detail on each of the following assignments will be made available through the ELMS/Canvas system. Due dates and times are posted on ELMS as well as listed on the course schedule below. Please remember that final grades for this course are earned through both individual and group assignments. Unless otherwise noted, all assignments should be submitted electronically via the ELMS/Canvas system.

Individual Assignments (“I”)

Completed Questionnaire

Students will be asked to complete a questionnaire regarding their interests, skills, and project topic preferences so that the instructors can best match the students to project teams.

Background Research Assignment

Students will be asked to find, read, and discuss 2-3 sources on their project topic that they found by using the Library Research Page for the course. The goal of this assignment is to ensure that each student has a solid initial grasp of their project topic.

Individual Assignment: Scoping and Outline

A specific section of the final report will be signed to each individual student, including any outside work required to write that section. This will be agreed upon by all team members at the start of the semester. This assignment will be determined after the Letter of Engagement and Team Charter are written. Assignments will be determined in partnership with students based on their skills, areas of interest and the needs of the project. For this assignment, you will describe what your individual contribution to the project and the final report will be and write an outline/working draft of your section of the final report.

Career Assignment

During one of our classes, Christina Farmer from the University Career Center will present relevant career development topics possibly including resume workshops, mock interviews, etc. As a part of this class, you will be expected to submit a current resume/CV for feedback from the instructors.

Learning Portfolio

Each student will prepare and submit a Learning Portfolio at the end of this course. This portfolio will be used: (1) by the University to assess learning outcomes for ENSP majors; and (2) by the ENSP Program to evaluate how well we are meeting student educational and career needs. It will

include a newly-prepared, *current resume/CV* that summarizes your academic and career preparation for employment and graduate school and that incorporates feedback from career workshop; your *Career Reflection assignment*; a copy of your *individual research work* written/developed for this course; and a *personal reflection* on your education in ENSP and at Maryland. Please note that points will be deducted if (1) the portfolio is not submitted on time; and/or (2) it is missing one of the required components. Any updates to the content of this assignment will be provided in advance of the due date.

Self/team evaluations

Students will complete a self and team evaluation at the mid-semester mark and at the end of the semester. Each student will be asked to assess their own performance as well as the performance of every other student on their team. These evaluations will help the instructors to understand more about the dynamics of the team.

Team Assignments (“T”)

Letter of Engagement (LOE)

As is common with consulting, each team will prepare a letter of engagement that outlines the agreed upon scope of work, required resources, and expected deliverable(s). This letter acts as an informal contract between your team and project staff, and can help clarify expectations and keep work within the initial project scope. Each letter should include the following components:

- What the student team will accomplish
- The methods to be used
- The resources required
- Work products and presentations to be delivered in concert with course requirements
- Timeline showing connections between course due dates and project milestones

Team Charter

Prior to beginning group work, teams will be asked to develop a team charter that outlines expectations for roles, team dynamics, and research foci. Unlike the LOE, this charter functions as an internal document. An example will be posted on ELMS. The charter should include: 1) discussion of the major project components and how each component will be split up among group members; 2) team member roles, including the identification of a group leader and group communicator; and 3) established rules of the game for navigating team dynamics/conflicts.

Group Progress Reports

Teams will be responsible for submitting group progress reports the morning before each check-in meeting. These briefings will make meetings more efficient and help keep you on track throughout the semester. Each report will include a brief summary of the following:

- Report #1: report on initial meeting with the project staff; key take-away points; any areas of potential conflict or concern
- Report #2: remaining concerns about the LOE or breakdown of individual assignments
- Report #3: changes to LOE due to staff feedback; any discovered gaps or redundancies in individual research. Outline of group paper due.

- Report #4: update on individual progress on assignments
- Report #5: evaluation of progress presentation meeting with clients; any expected changes to the project/deliverable based on feedback
- Report #6: Detailed description of expected deliverable (organization, format, components, visuals, etc.) based on research to-date.

Group outline

Students will complete an outline of the final group paper. This will be submitted along with Group Report #3. This outline should be used to organize and guide the writing of the paper throughout the semester.

Group Presentations

Mid-term Presentation (at UMD): This oral presentation assures all parties that the project is on track, the right issues are being examined, and the timeline for completion is still realistic. In many instances, enough information will have been gathered to give the client an idea about what the final deliverable will look like. The structured feedback you receive should help you make adjustments to your work, while keeping the project within the original scope of the LOE.

Final Presentation (on location): The team will discuss their findings and final work product in a formal presentation to the client. It will be delivered at a location chosen by the client so that individuals having a vested interest in the outcome of the project can attend and ask questions.

Final Deliverable/Work Product

The first sections of your final deliverable will be due to your instructor several weeks before the full final deliverable draft. This allows for ample time for the group to address feedback from the instructor and also encourages the students to have the background research for the project finished early in the semester.

The final deliverable draft will be sent to the client before the final presentation. This gives the staff member(s) time to read through your product before your presentation, and offer any minor edits or feedback after hearing your presentation. Any required revisions to the product will be due by the last day of classes. The format of the final deliverable expected from each group will vary relative to the specific project and terms of the LOE.

Late Policy

All papers and assignments are due on the designated date. Unless you see your instructor in advance of the due date and obtain an approved extension, 5 percent of the total possible points will be deducted from your score for every day the paper or assignment is late, including weekend days. (So, for example, on a 100-point scale, a student who would have earned a 94 on a timely paper will earn 89 if the same paper is turned in one date late, 84 if turned in 2 days late, etc.). Late group reports will receive 0 points.

Attendance and Absences

In accordance with University policy, students are expected to attend classes regularly, and on-time. You will be required to attend all team check-ins and group presentations. An absence will only be

considered “excused” under the circumstances described by the University’s attendance policy, available at: <https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf>

Learning Assistance:

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading techniques, math learning skills, note-taking and exam preparation skills. All services are free to UMD students.

Additional Course Related Policies

Information on a number of university-wide course policies can be found at this link: <http://www.ugst.umd.edu/courserelatedpolicies.html>. Please let me know if you have any questions about these policies.

Topics include:

- **Academic Integrity.** What is cheating? What is plagiarism? What is the Honor Pledge?
- **Code of Student Conduct.** What behavior is prohibited?
- **Sexual Misconduct.** What to do in case of sexual harassment or sexual assault.
- **Discrimination.** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
- **Accessibility.** Information about disability support accommodations.
- **Student Rights Regarding Undergraduate Courses.** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
- **Official UMD Communication.** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
- **Midterm Grades.** When are they required and for whom?
- **Complaints About Course Final Grades.** Who do I contact and what is the procedure?
- **Copyright and Intellectual Property.** Who owns the work that I produce in class.
- **Final Exams and Course Evaluations.** Under what circumstances can I ask to reschedule my exam?
- **Campus Resources** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester.

Course Specific Policies:

For this course, some of your assignments will be collected via **Turnitin** on our course ELMS page. We have chosen to use this tool because it can help you improve your scholarly writing and help us verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

Basic Needs Security:

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Get Some Help:

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or [one of the many other resources on campus](#).

Names/Pronouns and Self Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell me how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Course Schedule

Any updates to the schedule during the semester will be posted on ELMS.

Week	Date	Topic	Assignment Due
1	8/27	Review syllabus and course goals	
	8/29	Introduction and Background on project topics/What you should know about the dynamics of working as a team	Coutu 2009. Why Teams Don't work
2	9/3	Introduction and Background on project topics/Former ENSP 400 student perspectives	Completed questionnaire (midnight)
	9/5	Introduction to projects; discuss components and expectations	Teams and project assignments introduced
3	9/10	Q&A with project liaisons and resource experts (Rooms TBD)	Come with list of questions for clients and resource personnel. Background research assignment due (midnight)
	9/12	Team check-ins	Group report #1 (9 am) Draft Letter of Engagement (LOE) (midnight)
4	9/17	Team working session	Team Charter (midnight)
	9/19	Team check-ins	Group report #2 (9am) Final LOE (3pm) Email final LOE TO CLIENT at midnight
5	9/24	Team working session	
	9/26	Team check-ins	Group Report #3 (9am) Group paper outline (9am)
6	10/1	Team working session	
	10/3	Team check-ins	Group Report #4 (9am)

7	10/8	Team working session	
	10/10	Team check-ins	Individual assignment (Scoping and outline) due (midnight) 10/15 presentations - Draft version of presentation slides (midnight 10/12)
8	10/15	Mid-term progress presentations (Room TBD)	10/17 presentations - Draft version presentation slides (midnight 10/14) 10/15 presentations – Final slides due at 9am
	10/17	Mid-term progress presentations (Room TBD)	10/17 presentations – Final slides due at 9am
9	10/22	Team working session	Group Report #5 (9am) Self/team evaluation Mid due (midnight)
	10/24	Career Presentation	Resume assignment due (midnight)
10	10/29	Team working session	
	10/31	Team check-ins	Group Report #6 (9am) Submit Draft Group deliverable Part 1 for feedback from instructor (midnight)
11	11/5	Team working session	
	11/7	Team check-ins	
12	11/12	Team working session	Draft deliverable Parts 1 and 2 (midnight)
	11/14	Team check-ins	
13	11/19	Team Practice Sessions	All Projects -> Draft presentation slides (midnight 11/18)
	11/21	Final presentation (on location)	Final presentation slides (9am)
14	11/26	Final presentation (on location)	Final presentation slides (9am)
	11/28	Thanksgiving Break – No Class	

15	12/3	Final presentation (on location)	Final presentation slides (9am)
	12/5	Final class discussion and reflection	
16	12/9	Last Day of Classes	Submit final deliverable responsive to client feedback by midnight on 12/9.
	12/16	Final exam slot	Self/team evaluation Final (midnight) Learning portfolio If specified, final deliverable responsive to instructor edits will be due at this time