

ENSP 400
Capstone in Environmental Science and Policy
Spring 2022

T/Th 3:30 – 4:45 p.m.
 Section 0101 – Dr. Caroline Boules, IRB 1207
 Section 0102 – Annette Spivy, IRB 2107

Section 0101	Section 0102	
<p><u>Instructor:</u> Dr. Caroline Boules Lecturer, Environmental Science and Policy Program Email: cboules@umd.edu Office Hours: By appointment on T/Th/F</p>	<p><u>Instructor:</u> Annette Spivy Lecturer, Environmental Science and Policy Program Email: aspivy@umd.edu Office Hours: By appointment on T/W/Th</p>	<p><u>TA:</u> Emily Quach TA, Environmental Science and Policy Program Office: 0220 Symons Hall Email: equach1@terpmail.umd.edu Office Hours: By appointment 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 USDA-APHIS Wildlife Services, the University of Maryland’s Dining Services, and Prince George’s County Planning Department. 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.

Course Structure

For the first 2 weeks of class – the 4 class meetings on 1/25, 1/27, 2/1 and 2/3 – we will be meeting online via Zoom. After that, starting on Tuesday 2/8, this course will meet in-person either once or twice a week during the scheduled time in IRB1207 or IRB2107, and you are expected to attend all of the sessions. **If you have a situation that will prevent you from attending class regularly (i.e. you have a schedule conflict, you do not have access to a personal computer, etc.), please email me immediately at the start of the semester so we can discuss your situation.** During the scheduled times when you have a “working session” with your team, you are expected to meet with your team at this time to work on your group project. The nature of this class will push you to take an active role in the learning process. Working with groups in an online setting requires good communication between the group members. Setting up groupchats or email chains to track progress is one way to make sure all tasks are being completed and feedback can be shared between group members.

Tips for Success in this Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, your TAs, and your classmates, for support.

Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion and activities will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session, including both check-ins with the instructor and meetings with your team.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

Course Guidelines

Late Policy

All papers and assignments are due on the designated date. Unless you see me 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 day late, 84 if turned in 2 days late, etc.). Late discussion questions will receive 0 points.

Attendance and Absences

You are expected to attend the class sessions regularly and on-time, for both in-person and online meetings. We will be meeting each Tuesday and Thursday during the scheduled class time, 3:30-4:45, unless announced beforehand that we will not have a meeting. If you have a situation that will prevent you from attending class regularly (i.e. you have a schedule conflict, you do not have access to a personal computer, etc.), please email us immediately at the start of the semester so we can discuss your situation. 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>.

If you miss an in-class activity and your absence is excused, we will provide a make-up assignment.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the Course Eval UM website to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Academic Integrity

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

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. We invite you, if you wish, to tell us 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. We will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your fellow Terps.

Communication with Instructors

Email: If you need to reach out and communicate with us, please email us or talk to us after class.

ELMS: We will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You can check and update this information by going to Testudo (www.testudo.umd.edu/apps/saddr/). You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers and Respect in the Classroom

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind.

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions.

We encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me

immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Instructor responsibilities:

- Start and end class on time.
- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are enjoyed equally by all students in the course.
- Be flexible and understanding of student needs and challenges with learning in an online environment.

Student responsibilities:

- Come to class on time, and refrain from packing up belongings before class ends.
- Read all of the assigned readings for that class period ahead of time, and be prepared to discuss the topics of the day.
- Turn off all electronic devices that might create a disruption in class.
- Be quiet and give full respectful attention while either instructor or another student is speaking.
- When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
- Be flexible and understanding about the challenges of online teaching.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [**Accessibility & Disability Service \(ADS\)**](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact us as soon as possible so that we have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and **everyone needs help**...all you have to do is ask for it.

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 go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Course Requirements and Grading

You will have the opportunity to earn up to 1100 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	1040
<ul style="list-style-type: none">● Completed Questionnaire (I) (30pts)● Background research assignment (I) (50pts)● Letter of Engagement (T) (60pts)● Individual Contribution Scope (T) (50pts)● 6 Group Reports (T) (60pts – 10pts each)● 3 Milestone Assignments (T) (200 pts – 75 points for #1 and 2; 50 for #3)● 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)
 - Individual Contribution (I) (150 points)
 - Holistic assessment of the report (T) (100 points)

Learning portfolio (I) 60

- Individual report (15 pts)
- Resume (15 pts)
- Career Reflection (15 pts)
- Personal reflections (15 pts)

TOTAL 1100

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 various local groups based on a match between identified needs and student expertise. Students will be assigned to project groups of 6 to 8 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.

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 *current resume/CV* that summarizes your academic and career preparation for employment and graduate school, 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

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; discussion of group norms document
- Report #4: update on midterm presentation preparation and Milestone #1.
- 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. Updates on Milestone #2.

Project Milestones

Students as a group will turn in the four milestones throughout the semester to show progress on the project and to receive feedback from the instructor and TA. Milestones may be adjusted by the instructor depending on the structure of the project and desired deliverables from clients.

- Milestone #1: Introduction/Background, Objectives & Methods
- Milestone #2: Results/Findings
- Milestone #3: Final Report, including Discussion/Recommendations/Future Research, and edits from professor and TA addressed & Incorporated

Group Presentations

Mid-term Presentation (online): 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 (online): 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 our final exam slot. The format of the final deliverable expected from each group will vary relative to the specific project and terms of the LOE.

Course Schedule

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

Week	Date	Topic	Assignment Due
1	1/25	Review syllabus and course goals Zoom Meeting: https://umd.zoom.us/j/91316059458?pwd=WC9weUJFSDDJaXA0WFRmWkZwdnJ6Zz09 Passcode: 582773	
	1/27	Introduction and Background on project topics/What you should know about the dynamics of working as a team Zoom Meeting: https://umd.zoom.us/j/91316059458?pwd=WC9weUJFSDDJaXA0WFRmWkZwdnJ6Zz09 Passcode: 582773	<ul style="list-style-type: none"> Read: Coutu 2009. Why Teams Don't work
2	2/1	Introduction and Background on project topics/Former ENSP 400 student perspectives Zoom Meeting: https://umd.zoom.us/j/91316059458?pwd=WC9weUJFSDDJaXA0WFRmWkZwdnJ6Zz09 Passcode: 582773	<ul style="list-style-type: none"> Completed questionnaire (midnight)
	2/3	Introduction to projects; discuss components and expectations Zoom Meeting https://umd.zoom.us/j/91316059458?pwd=WC9weUJFSDDJaXA0WFRmWkZwdnJ6Zz09 Passcode: 582773	<ul style="list-style-type: none"> Teams and project assignments introduced

3	2/8	Q&A with project liaisons and resource experts	<ul style="list-style-type: none"> ● Come with a list of questions for clients and resource personnel. ● Background research assignment (midnight)
	2/10	Team check-ins	<ul style="list-style-type: none"> ● Group report #1 (3 pm) ● Draft Letter of Engagement (LOE) (midnight)
4	2/15	Team working session	
	2/17	Team check-ins	<ul style="list-style-type: none"> ● Group Report #2 (3 pm) ● Final LOE (3pm) ● Email final LOE TO CLIENT (midnight)
5	2/22	Team working session	
	2/24	Team check-ins	<ul style="list-style-type: none"> ● Group Report #3 (3 pm) ● Individual contribution (midnight)
6	3/1	Team working session	
	3/3	Team check-ins	<ul style="list-style-type: none"> ● Group Report #4 (3 pm)
7	3/8	Team working session	
	3/10	Team check-ins	<ul style="list-style-type: none"> ● MILESTONE #1 (midnight) ● Draft version of presentation slides (midnight 3/11)
8	3/15	Mid-term progress presentations	<ul style="list-style-type: none"> ● 3/16 presentations – Final slides due at 9am
	3/17	Mid-term progress presentations	<ul style="list-style-type: none"> ● 3/18 presentations – Final slides due at 9am
9	3/20-3/27	Spring Break	
10	3/29	Team working session	Mid-Semester Self/team evaluation (midnight)
	3/31	Team check-ins	<ul style="list-style-type: none"> ● Group Report #5 (3 pm)
11	4/5	Team working session	
	4/7	Team check-ins	<ul style="list-style-type: none"> ● MILESTONE #2 (midnight)

12	4/12	Team working session	
	4/14	Team check-ins	<ul style="list-style-type: none"> ● Group Report #6 (3 pm)
13	4/19	Team working session	
	4/21	Team check-ins	
14	4/26	Team Practice Sessions	<ul style="list-style-type: none"> ● Draft presentation slides (midnight 4/27)
	4/28	Final presentation	<ul style="list-style-type: none"> ● Final presentation slides (9am) ● MILESTONE #3 (Draft Deliverable) (midnight)
15	5/3	Final presentation	<ul style="list-style-type: none"> ● Final presentation slides (9am)
	5/5	Final presentation	<ul style="list-style-type: none"> ● Final presentation slides (9am) ● Send Deliverable to Clients for Review on MONDAY 5/9
16	5/10	Final class discussion and reflection	
	5/11	READING DAY	<ul style="list-style-type: none"> ● Client Edits Due on FRIDAY 5/13 ● Self/team evaluation Final (midnight)
17	5/18	Final exam slot	<ul style="list-style-type: none"> ● Learning portfolio ● Submit final deliverable responsive to client feedback by midnight on 5/18.

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

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