

ESS 440: Practicing Sustainability
Tuesdays & Thursdays, 11:00 am-12:50 pm
Natural Resources Building, Room 140

Spring 2020

Instructors and Office Hours

- Prof. Julia A. Klein, Dept. of Ecosystem Science and Sustainability. Julia.Klein@colostate.edu. Office: A118 NESB, office hours: Thursdays, 1:00-2:00 pm or by email appointment.
- Stacy Add Info here

Graduate Teaching Assistant:

- Tomas Pickering, Graduate Degree Program in Ecology, Primary Office: Smith Natural Resources 363, Office hours: Wednesdays, 3:00-4:00 pm, or by email appointment (tomas.pickering@colostate.edu).
- Anna Clare add Info here

Course Description

Using science to critically think about and evaluate action to promote sustainability is urgently needed around the world. In this course, we will ask you to bring all your knowledge together to analyze and propose practical and innovative solutions to critical sustainability issues faced by society. This is called sustainability science. These critical issues include climate change, biodiversity loss, growing consumption, shifts to a carbon-free society, sustainable food systems, water, social justice, deforestation, pollution, and others. Our goal is to develop analysis and innovations that help build sustainable economies and resilient communities, and promote environmental health. We will look at these issues in the context of the real world, like how to create more sustainable food systems, cities, energy development, economies, land management, and businesses.

To be an effective practitioner, it is not enough to just understand the science, you must first integrate your ecological knowledge with that of other disciplines (interdisciplinary science) to understand the complexity of social-ecological systems. Then, you must also work closely with practitioners to develop science that is both useful and used for real world problems (transdisciplinary work). This course will focus on transdisciplinary work, building on all of your education at CSU and life experience. You will visit practitioners (or stakeholders) in the local area on field trips and we will bring practitioners into class. We will emphasize building your leadership, teamwork and communications skills so you are more confident as you go out into the real world. Periodically, we will hold brainstorming sessions to re-design or re-think specific systems (or our entire economy), to imagine and plan for a more sustainable world. Finally, you will use analytical tools to work on a semester-long team project to analyze and make recommendations on ways to address local sustainability problems, under the guidance of local practitioners.

Learning Objectives (what you will learn)

Upon completion of this course, successful students will be able to:

- Apply your knowledge of ecosystem science to analyze critical sustainability issues around the globe and propose innovative solutions to them through small-group problems analysis.
- Apply tools and methods of ecosystem sustainability to real-time issues faced by local practitioners.
- Communicate effectively through a variety of media such as films, writing, talks, debate, and story maps.
- Demonstrate essential “people skills” of practicing sustainability including leadership, team building, science communication, and collaboration.

- Demonstrate networking and job acquisition skills to effectively practice sustainability after graduation.
- Identify and collaborate with practitioners who work to solve sustainability issues in Colorado, the United States, or internationally.

Student Matters

Class Expectations. Class begins at 11:00; if you cannot be seated and ready to participate by then, do not attend. Because of our belief in you, and that you take your education seriously, it is important that an atmosphere which enhances learning be present at all times. We expect you to silence your cell phones in class unless we are having work sessions where cell phones are useful. We expect you to be attentive, polite, and **not a source of distraction to any other student.** Distracting behaviors such as texting, social media browsing, talking to your neighbor, coming to class late or leaving early are not acceptable behavior. Every effort will be made to make the classroom experience both profitable and enjoyable for you.

In a nutshell, this class is dedicated to those students who take their education seriously.

Student Responsibilities. Students are responsible for attending lectures, field trips and discussions and for understanding the information presented in this syllabus and the course materials on Canvas. It is your responsibility to bring your questions to our attention. This requires seeing us during class as well as during our office hours. You are expected to actively participate in your working teams and to complete all assignments according to the instructions and deadlines provided with those assignments. Your work must be your own, unless you are specifically asked to work in groups (as in the team project).

Academic Dishonesty Policy. Academic dishonesty, such as plagiarism, cheating, or fabrication of information is a violation of the regulations of the University and will not be tolerated. In fairness to other students who put in an honest effort, academic dishonesty will result in failure (grade of F) of the course. In addition, we will also pass your name on to the Vice President of Student Affairs' Office. The requirements for academic integrity are covered in the CSU General Catalog: <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>

How to get help. The instructors are available to help you on all aspects of the course. In the spirit of interdisciplinary teamwork, you are encouraged first to seek information and assistance from your teammates and classmates on assignments and projects. Then contact us.

Grade Distribution

This course uses project-based learning and student-directed learning as important ways of learning and student evaluation. Your final grade represents a combination of individual and team-based accomplishments. The items listed below, followed by their weights, will form the basis of your grade.

1. Participation and 3 reflective essays: Daily, in-class, activities and questions (measure of attendance/participation) and participation in the career fair and 3 reflective essays (10%)
2. Interview of a sustainability leader of your choice (10%)
3. Project background paper on background topics related to your practitioners projects (10%)
4. Questions for speakers and practitioners-in-class and follow up interactive discussions (10%)
5. Attendance and Presentation at ESS Research and Engagement Fair (10%)
6. Team projects for practitioners / stakeholders (50%):
 - a. Final report and additional deliverables (project specific) to a local practitioner (20%)
 - b. Oral presentation of team project to local practitioners (10%)
 - c. Level of participation in team projects, graded by team members (10%)
 - d. Progress deadlines (5%), and
 - e. Time and Activities Log (5%)
7. Exams (0%)

Late assignment submission policy. You will be docked 20% of your grade for any assignment turned in late.

Parts of the course:

1. **Participation (10%):** We view participation, especially in a course like this, as critical and thus expect you to attend every class. We will excuse you from class if you contact us ahead of time and have a legitimate excuse. You will need to confirm our arrangement by an email sent to all four instructors.

We will have 2 mini-field trips in this class, and attendance is again, mandatory. These will be during our class time, and will take the entire class period (11-12:50 on Tues or Thurs). We will announce details regarding transportation in class.

A. Daily, in-class, activities and questions. Attendance is mandatory. To ensure you are not only attending the class, but also fully present (i.e. paying attention, participating, not checking email or writing text messages, etc), we will have daily, in-class assignments. These are not meant to be quizzes per se, but are designed to engage you further on a topic being covered during that specific classroom period. You will only receive credit for this assignment if you are in class when the assignment is given. Therefore, if you arrive after the assignment is given you cannot complete it and receive credit. All assignments will be collected at the end of the class period, and you must be present to physically turn in your own assignment to receive credit.

B. Participation in Career Fair - **On Tuesday, 12 February,** potential natural resources employers will come to the CSU Career Fair in the LSC Grand Ballroom between **11:00 am and 4:00 pm**. They are there to meet students who might want to work for the organizations that they represent. Please attend sometime between 11:00 am and 4:00 pm (<https://career.colostate.edu/events#/?i=1>). At the Career Fair, we want you to talk to the representatives of at least 2-3 of the organizations focusing on an area of your interest and collect 2-3 business cards. You will take pictures of your business cards, paste the photos in a word document, and then upload the word file on canvas for a grade. We will ask you to follow up with your contacts and will coach you on your follow-up emails. You may also be required to do other assignments related to your own professional development. For example, developing your own LinkedIn website and further developing your resume.

C. Reflective essays - You will be expected to submit three, short (500-1000 words, double spaced) reflective essays on Canvas during the semester. The first essay, at the beginning of the semester, will answer the question: 'What is practicing sustainability to me'? In the second essay, following your selected field trip (on 16 April), you will reflect on what you have learned, and how it relates to sustainability in your own life. The third essay, at the end of the semester, will describe your 6-12 month action plan for your next steps in pursuing a career (and life) practicing sustainability.

2. **Interviews of a leader of a sustainability organization or project (10%).** Each of you will interview a professional working on a sustainability initiative of your choice. Your goal is to learn about what this person does in sustainability. This can be anyone around the world, even in your own hometown. We prefer that you interview someone who is not in Fort Collins, since we don't want to overtax people who work in sustainability locally. You will first submit, on Canvas, who you will interview before you do so, to avoid more than one student interviewing the same person. Later you will submit 3-5 questions that you will ask them before the interview and then you will interview them for 30 minutes or so. You will then write up what you learned in your interview in a 500-1000 word paper (double spaced) for submission on Canvas.
3. **Project background paper (10%) -** Each of you will write a double-spaced paper with a minimum of 1500 words, not including references, on different aspects of your team project background. You will discuss, in your project team, who will cover what part of the background. For example, one person may cover the biology of a species important to your project, while another may describe the spatial and temporal trends of land use affecting your project species. Or one person may describe different frameworks to analyze vulnerability, while another may write up examples of where those frameworks have been applied. Each of

you will individually submit this assignment. Then, later in the semester, you are free to use the information in your background papers in your final team report for your practitioner or stakeholder.

4. **Questions for Speakers and Practitioners-in-Class (10%).** We have several talented speakers and practitioners who have agreed to come to class and take time from their important work to speak with us. *First*, we ask you to read a short website and bio before each practitioner comes to class and submit 2 questions you would like to ask the practitioner. These questions will be due in the class one week before speaker or practitioner comes to class, to be submitted online via GoogleDocs which we will share with the speaker. *Second*, in class, the profs and practitioners will describe what they do for their work and discuss different career options with you. All of them are busy profs or professionals, and they come to our class as volunteers because they all want you, our next generation of professionals, to be as prepared as possible for a career. At all times in class, and especially when we have guests, please pay close attention (eye contact, limit computer note taking, no texting), be polite, be ready to ask questions, and thank them personally when they are finished.
5. **Attendance and Presentation at the Annual ESS Research and Engagement Fair (10%).** This Fair is for students in ESS and will be attended by several ESS classes, both for watershed and ESS majors. The Fair is on **Thursday, 18 April, from 8:00 am - 5:00 pm** at the LSC Ballroom C&D. Please sign up for a time that you will attend the Fair for at least an hour this day. You will produce a presentation (e.g. powerpoint, poster) or a “Story Map” for this Fair and your practitioners. Your local practitioner will define what you need to produce, depending on their needs and the project you select.
6. **Team Project and Presentation to Local Sustainability Practitioners (50% total).** You will each be part of a small team of students for a semester-long team project for local practitioners. The purpose of the projects is to allow you to ‘practice’ working on a real world sustainability issue. You will work with local practitioners on something they want your help on. We have set up these projects ahead of time so that you can focus your time doing the project rather than trying to get a practitioner to agree to work with you. We will describe each organization we are working with this year and briefly present each project. You will choose which practitioner’s project you want to work on. We will have from 3-10 students on each team, depending on the practitioner’s request. You will work throughout the semester complete this project which may include literature review, fieldwork, GIS or remote sensing analysis, field data analysis, report writing, a poster, Story Map creation, etc. depending on the project you pick. During the semester, we will have regular work sessions in class on your projects, sometimes working with your practitioner, under guidance of one of the instructors. Each team will produce at least a 5-page written report to your practitioner, the content of which will depend on your project (see ‘a’ below). You will present your results and outcomes to your practitioner, and the class, at the end of the course. Thus you will be graded in 3 ways for your project:
 - a. **Final Report and Project-specific Deliverables to Your Local Practitioners (20%).** You will produce at least a double-spaced paper with a minimum of 1500 words (it can be longer), not including references, to your local practitioner that explains (a) what problem you were asked to address; (b) your methods, or how you approached this issue; (c) your results, or what you found; and (d) final recommendations to your practitioners for next steps. Your practitioner may also want you to include an analysis, maps, data files, field photos, a Story Map in (or linked to) your final report. If your stakeholder wants this additional information, you may need to write a longer report with extensive appendices.
 - b. **Oral Presentation of Team Project to Your Local Practitioners (10%).** You will give a final team project oral presentation to local practitioners about your project at the end of the semester.
 - c. **Participation in team projects as judged by your peers (10%).** You will be given the opportunity to rate the contributions of yourself and your fellow team members for your Team Project. You will evaluate each person on your team (and yourself) and rate him/her on a scale of 1 to 5 in the following categories: Quality of Work, Quantity of Participation, Timeliness, Professionalism, and overall Contribution to the project. The results will be used to determine each individual’s performance grade

as part of the team project. We will go over the individual evaluation form in class.

- d. **Progress deadlines (5%).** You have 9 project progress deadline assignments throughout the semester. These are designed to help you keep pace to complete your final products on time and to help the stakeholders and classroom leads check-in on how things are going. These assignments get tailored to each group's specific needs.
- e. **Time and Activities Log (5%).** In "real-life" working situations, you are held accountable to your boss or some organization or entity for which you provide a service. Often, on top of specific deliverables (like reports and presentations), you are required to keep track of the hours you worked on a specific project and document what you did in that time period. This is also a good way to track your own challenges, methods, and progress, as part of the team you are working with. Therefore, we will ask that you keep your own individual time and activities log (or journal) of your progress throughout the semester. We may check your log at key moments in the semester, and you will hand in your time log at the end of semester for a grade. We prefer you use an electronic log and will provide a template for you to fill out. If you prefer to use a physical journal, this is fine too.

Grading Scheme

A+ 100% to 96.67%

A < 96.67% to 93.33%

A- < 93.33% to 90%

B+ < 90% to 86.67%

B < 86.67% to 83.33%

B- < 83.33% to 80%

C+ < 80% to 76.67%

C < 76.67% to 70%

D < 70% to 60%

F < 60% to 0%

Course Materials

1. **Canvas (required).** Course information, assignments, grades, readings and other important information will be posted on Canvas (<http://info.canvas.colostate.edu/login.aspx>). It will be updated on a regular basis. Also, feel free to post your comments about the course and course material on the discussion forum. The

webpage will contain links to lecture materials, homework assignments, grades, and other important links. The instructors will check this regularly, but if you have something urgent, please email the instructors directly (Tomas and Annaclare are your first, best choices!)

ESS 440, 2020: Schedule and Assignments – MW, 11:00-12:50, NR 140

<i>Week</i>	<i>Date</i>	<i>Theme/ Tools</i>	<i>Class</i>	<i>Readings / Assignments DUE</i>
1	21 Jan (Tues)	Introduction	<p>11-noon: Introductions and syllabus</p> <p>12-12:50 pm: What is PRACTICING Sustainability and Who's missing (cases & discussion, 50 min)</p>	<p>Assignment due: By Friday this week (25th), make a resume advising appt with Kaye Holman or WCNR Career Services staff to occur before 14 Feb. Schedule with Kaye at https://kayeholman.acuityscheduling.com/schedule.php or schedule with Leanna or Shelly by calling 970-491-5707. Submit evidence of advising appointment to canvas.</p>
1	23 Jan (Thur)	Sustainability Capstone Projects & Graduate School Applications	<p>Team project descriptions & grad school help:</p> <p>11:00 am - 12:30 pm: Instructors describe the sustainability team projects for the semester.</p> <p>12:30 - 12: 50 pm: Kaye Holman on graduate school application assistance, the Career Fair & Networking Dinner on 12 Feb, and sample resumes for use in drafting you resume.</p>	<p>Reading/Media: None</p> <p>Assignments due: None</p>
2	28 Jan (Tues)	Sustainability Capstone Projects	<p>Class activity: Students sign up for preferred project. Students get in teams and set roles for team members and rules of engagement. Instructors describe team self grading. How do we check in and check out with each other? Discuss and write down your team's rules of engagement and turn in by end of the class.</p>	<p>Reading/Media: Project Descriptions on Canvas</p> <p>Assignment due: 1. Read all project descriptions so you can select your project in class.</p>
2	30 Jan (Thur)	Project Stakeholders in class, Essay discussion in project teams	<p>Stakeholders in class to work with project teams, 30 mins presentation followed by work session with project teams.</p> <p>Stakeholders here today: 11:00 - 11:30 am, Stakeholder Presentation 1: Koren Nydick, Rocky Mountain National Park (RMNP)</p> <p>11:30 am - 12:00 pm, Stakeholder Presentation 2: Annemarie Fussell, Wildlands Restoration Volunteers (WRV)</p> <p>12:00 pm - 12:50 pm: Work with your stakeholders (or essay reflection session)</p> <p>Essay Reflections (12-12:50 pm): For teams without stakeholders today, be prepared to share part of your reflective essay in small groups (the one that was due today)</p>	<p>Reading/Media: 1. RMNP readings: See Canvas 2. Wildlands Restoration readings - Read through http://www.wlrv.org/ website including "about us" pages. Ideally register on the site. Look out for email with additional readings.</p> <p>Assignment due: 1. For teams with stakeholders in class today, read all background materials on your stakeholder and their project on Canvas. 2. Reflective essay #1: What is practicing sustainability to me? Include: 1) what you think this is, and 2) one example of someone or an organization making positive change in sustainability today in your opinion. We expect clear writing and sound reasoning based</p>

				on your experience and knowledge of ecosystem science. Submit on canvas
3	4 Feb (Tues)	Project Stakeholders in class, Essay discussion in project teams	<p>Stakeholders in class to work with project teams, 30 mins presentation followed by work session with project teams.</p> <p>Stakeholders here today: 11:00 - 11:30 am, Stakeholder Presentation 3: Audubon Society</p> <p>11:30 - 12:00 pm, Stakeholder Presentation 4: David Anderson, Colorado Natural Heritage Program (CNHP)</p> <p>12:00 am - 12:50 pm: Work with your stakeholders (or essay reflection session)</p> <p>Essay Reflections (12-12:50 pm): For teams without stakeholders today, be prepared to share part of your reflective essay in small groups (the one that was due last Thursday)</p>	<p>Reading/Media: 1. Audubon readings: See Canvas 2. Explore the CNHP website: https://cnhp.colostate.edu</p> <p>Assignment due: 1. For teams with stakeholders in class today, read all background materials on your stakeholder and their project on Canvas.</p>
3	6 Feb (Thurs)	Career Development #: Further resume development, job searching techniques and Career Fair prep	<p>Career Development session #1: Kaye Holman (ESS) and Leanna Biddle (WCNR Career Education Manager)</p> <ol style="list-style-type: none"> 1) Resume Development 2) 2 Hour Job Search Techniques 3) Career Fair Preparation – including: <ul style="list-style-type: none"> · Identifying employers · Targeted resumes · Business cards · Thank you notes · LinkedIn page 	<p>Reading/Media: Personal Branding and Professional Profiles for Resumes and LinkedIn</p> <p>Assignments due: 1. Bring your resume with professional profile statement to class for in-class review, please submit to canvas. 2. Create a LinkedIn account, if you do not already have one, and ensure you have uploaded (a) a current professional picture, (b) profile statement, (c) relevant experience, and (d) education.</p>
4	11 Feb (Tues)	Career Fair (required)	<p>No class, go to the career fair instead (below).</p> <p>Please attend the Career Fair sometime between 11:00 am-4:00 pm, LSC Grand Ballroom (required). It is important to go this day for the natural resources part of the fair. Also consider attending the WCNR Networking Dinner from 6 pm – 8 pm in the LSC Theatre (optional). You must register for the dinner ahead of time, bring b-cards, business casual.</p>	<p>Assignment due: 1. Email Kaye’s Assistant, Jess, at jessjack@rams.colostate.edu: (a) Photo of fair attendance, (b) pictures of 3 business cards, (c) any immediate questions/ reflections on fair attendance.</p>

4	13 Feb (Thurs)	Project Work Session #1 (likely with stakeholder)	Project work session #1: Work in your teams on projects. Write a document describing the role of each member of the group, select a leader for communication with your stakeholders, revise project description and deadlines document to reflect any changes in deadlines and roles, and discuss how to fill out your time and activities log.	Reading/Media: As required by your project Assignment due by end of class session: 1. Project progress deadline #1: By end of class, post a document of the roles of each project member on campus, plus your revised project description and deadlines document on Canvas. 2. Post 1-2 questions for Governor Ritter on Canvas. 3. Submit on Canvas who you intend to interview for your sustainability interview.
5	18 Feb (Tues)	Leadership Session: Working together on teams	Leadership topics: 1. Who are you and what are the challenges of bringing different styles together on a team? (RR, 50 min) 2. Leadership and how to make teams work better (RR, 50 min)	Assignment due: 1. Personality survey, bring results to class for discussion, TBA
5	20 Feb (Thurs)	Governor Ritter and Project Work Session #2 (in classroom)	Governor Bill Ritter in class, 11-noon Project work session #2 (12-12:50pm): <ul style="list-style-type: none"> Each team member will give a 5 minute synopsis of what they learned writing their paper to their team, then we will discuss how you will change your project based on what you learned and how you will integrate this into your final project report in class. We will also discuss your interview questions in this session. 	Reading/Media: TBA Assignments due: 1. Project progress deadline #2: <u>project background paper due.</u> 2. Submit on Canvas 3-5 questions you intend to ask the interviewee. Paper describing your interview is due on 12 March.
6	25 Feb (Tues)	Career Development #2	Kaye Holman and Leanna Biddle on career development session #2: 1) WCNR Career Fair/Dinner Follow-up 2) Informational Interviewing 3) LinkedIn	Reading: On Canvas Assignment due: TBA
6	27 Feb (Thurs)	Project Work Session #3 (likely with stakeholder)	Project work session #3: Work in your teams on projects.	Reading/Media: As needed in project work Assignment due: 1. Project progress deadline #3: <i>See your project description for project-specific deadlines.</i>
7	3 March (Tues)	International sustainable development and postgraduate opportunities for gaining experience	Sustainable development and Peace Corps: Tomas Pickering - lecture and activity associated with international sustainable development, Peace Corps, and opportunities for gaining postgraduate development and conservation experience. March 5-6 there will be a biennial RMNP research conference in Estes Park. Students working with RMNP should attend at least one day. You will be excused from class on	Listening (take notes on your thoughts or questions): 1. Listen to Sam Harris podcast with William MacAskill “Being good and doing good” (130 mins) - www.samharris.org/podcast/item/being-good-and-doing-good <u>OR/AND</u> 2. Listen to Freakonomics podcast “Fixing the world,

			this day. It may be possible for other interested students to attend. https://www.nps.gov/rlc/continentaldivide/research-conference.htm	bang-for-the-buck edition” (42 mins)- freakonomics.com/podcast/fixing-the-world-bang-for-the-buck-edition-a-new-freakonomics-radio-podcast/
7	5 March (Thurs))	Collaborative Conservation and Project Work Session #4 (in classroom)	11-11:50 am: Collaborative conservation, Robin Reid 12-12:50 pm: Project work session #4: Work in your teams on projects.	Readings: 1. Reading or media, TBA 2. As needed for Projects Assignment due: 1. Project progress deadline #4.
8	10 March (Tues)		11-11:50 am: Mountain networks, sustainability, and ways forward, Julia Klein 12-12:50 pm: Discuss interviews of leaders in sustainability.	Readings: 1. mountainsentinel.org Assignment due: 1. Interview paper due. Be prepared to discuss in class.
8	12 March (Thurs))	Project Work Session #5 (likely with stakeholder)	Project work session #5: Work in your teams on projects	Reading: As needed for Projects Assignments due: 1. Project progress deadline #5. 2. Look up John Sanderson on the TNC website and post 1-2 questions for him today by midnight on Canvas
9	17&19 March		<i>Spring Break</i>	
10	24 March (Tues)	Field trip	Field trip to the Powerhouse - CSU Engines lab: We will travel to visit the CSU Powerhouse (off N. College along the Poudre trail) to learn about their efforts in sustainable energy research.	Reading: Visit CSU engines lab website and read about who and what they do - https://energy.colostate.edu/ Assignment due: None
10	26 March (Thurs))	Project Work Session #6 (in classroom)	11-11:50 am: John Sanderson, Director of Science, The Nature Conservancy, Colorado. Focus on water 12-12:50 pm: Project work session #6: Work in your teams on projects.	Reading: As needed for Projects Assignments due: 1. Project progress deadline #6
11	30 March (Tues)	Social sciences, behaviors, and conservation	Why do we engage in conservation? Xoco Shinbrot will lead a discussion and activity to understand motivations for engaging in conservation, theories of behavior, and applications for behavior change in conservation.	Reading: See Canvas Assignments due: 1. Look up Wade Troxell on the City of Fort Collins website, see his requested readings and post 1-2 questions for him today by midnight on Canvas.
11	2 April (Thurs))	Project Work Session #7 (likely with stakeholder)	Project work session #7: Work in your teams on projects.	Reading: As needed for Projects Assignment due: 1. Project progress deadline #7.
12	7 April (Tues)		11:00-11:50 am: Wade Troxell, Mayor of Fort Collins.	Reading: Read one of the following: ● Overview of the Climate Action Plan and CAP Report -

			<p>12:00-12:50 pm: TBA, Discussion on the Green New Deal, Carbon Tax</p>	<p>https://www.fcgov.com/climateaction/reports.php</p> <ul style="list-style-type: none"> Natural Areas Annual Report for 2017 - https://www.fcgov.com/naturalareas/files/web-natural-areas-annual-report-2017.pdf Overview of the health of the Poudre River - https://www.fcgov.com/poudrereportcard/ The under-construction Poudre River Whitewater Park - https://www.fcgov.com/parkplanning/poudre-river-park <p>Readings on Green New Deal, TBA</p> <p>Assignment due: None</p>
12	9 April (Thurs)	Project Work Session #8 (with stakeholders)	Project work session #8: Practice project presentations with stakeholders and finalize contents of the final report.	<p>Reading: As needed for Projects</p> <p>Assignment due: Project progress deadline #8: Draft presentation and report due to work on in class.</p>
13	14 April (Tues)	Field trip, business or university sustainability	Split class between 2 field trips: New Belgium Brewing (~25 people) or CSU sustainability tour (~53 people).	<p>Readings/Media: See what New Belgium does in sustainability on their website: https://www.newbelgium.com/sustainability/ and read their sustainability report there. For those going on the CSU field trip, read the ASHE Report.</p> <p>Assignment due: None</p>
13	16 April (Thurs)	ESS Research and Engagement Fair	ESS Research and Engagement Fair presentation session 8 am - 5 pm, awards given in the afternoon, LSC Ballroom C&D	<p>Assignment due: Story Map or presentation due, sign up to be at your poster/presentation for 1 hour at the Fair</p>
14	21 April (Tues)	Draft Project Presentations in Class	Class activity: Your student teams will present draft project presentations in class for feedback from fellows students and instructors, class will be split up into two rooms (2 nd room TBA)	<p>Readings: None</p> <p>Assignment due:</p> <ol style="list-style-type: none"> Draft presentations in class Reflective essay #2: What did you learn from your field trip? Include: 1) one or more things that you learned or found surprising, and 2) how the organization inspires you in your own life or could be useful for other organizations. We expect clear writing and sound reasoning. Submit on Canvas.

14	23 April (Thurs)	Project Work Session #9 (in classroom)	Project class work time #9 : Polish up your ESS Fair presentation according to comments during your draft presentation Tuesday.	Reading: None Assignment due: Project progress deadline #9.
15	28 April (Tues)	<i>No class</i>	No class (substitute for the engagement fair day)	Reading: None Assignment: None
15	30 April (Thurs)	Project presentations #1 and Delivery of Final Stakeholder Products to Stakeholders	Class presentation #1 (11:00-11:50 am): Audubon Society Class presentation #2 (12:00-12:50 pm): Rocky Mountain National Park	Assignment due: Your final project reports and deliverables to stakeholders are due plus you will do your oral presentations in class with your stakeholders in attendance (~10-15 minutes for each team project)
16	5 May (Tues)	Project presentations #2 and Delivery of Final Stakeholder Products to Stakeholders	Class presentations #3 (11-11:50 am): Wildlands Restoration Volunteers Class presentations #4 (12:00-12:50 pm): Colorado Natural Heritage Program	Assignment due: Your final project reports and deliverables to stakeholders are due plus you will do your oral presentations in class with your stakeholders in attendance (~10-15 minutes for each team project)
16	7 May (Thurs)	Your future practicing sustainability	Class activity (50 min): Creating your individual mission statements for practicing sustainability and reflect on team-building and how to improve it in the future **How was your team experience and how could it have been better? What could you have personally done? **If you had a previous team project like this and it was better, why was it better? Debrief on class and evaluations Course ends	Assignment due: Reflective essay #3: My action plan for practicing sustainability over the next 6-12 months (professional and personal activities)
17	12-15 May	<i>No final</i>	Finals Week	-