

## FW179: FWCB New-to-the-Major Seminar – FALL 2023

Welcome to the Fish, Wildlife, and Conservation Biology Major!

**Class Hours and Location:** Wednesdays, 3:00-4:20am, Engineering Building Room 100

**Instructor:** Cecilia White, Instructor and Academic Advisor, Fish, Wildlife, and Conservation Biology Department



**Contact Info:** [Cecilia.White@colostate.edu](mailto:Cecilia.White@colostate.edu). Email is my preferred mode of communication. It is my goal to respond within 24-36 hours. Response time will be slower for Canvas messaging.

**Office hours:** Please refer to the FWCB Canvas Advising Site (Advising–NR–FWCB 2023-2024) for the link to schedule an appointment.

**Drop-in hours for all FWCB Advisors are:** Wednesdays 10-11am and Thursdays 3-4pm

**For advising appointments, please see your assigned advisor (information found in RamWeb):**

**Ann Randall:** See appointment scheduling link in the FWCB Canvas Advising site or on the FWCB homepage

**Shimon Watanabe:** See appointment scheduling link in the FWCB Canvas Advising site or on the FWCB homepage

**Cecilia White:** See appointment scheduling link in the FWCB Canvas Advising site or on the FWCB homepage

**Peyton and Emma, your FWCB Peer Advisors:** [wcnr\\_fwcb\\_peeradvising@Mail.colostate.edu](mailto:wcnr_fwcb_peeradvising@Mail.colostate.edu)

**Course Description:** This one-credit, 10-week seminar is designed to introduce students who are new to the FWCB Major, to the concepts, research, faculty, and careers related to Fish, Wildlife, and Conservation Biology as well as help create community with peers in the major.

### Course Objectives:

- To introduce students to key FWCB concepts
- To provide opportunities for new FWCB students to meet, interact, and discuss key concepts with FWCB faculty
- To initiate the FWCB Mentoring Program with students who are interested in participating
- To help students identify courses of interest in the FWCB major and develop a graduation course plan
- To provide opportunities for students to interact and work with other new FWCB students in small, discussion groups
- To introduce students to careers, research, and key aspects of professionalism and success related to the FWCB major and later careers
- To provide students with relevant articles/information and encourage discussion of FWCB research, issues, and conservation efforts

### Course Format/Organization:

- Course information will be posted on CANVAS (<http://info.canvas.colostate.edu/login.aspx>). You will need to check CANVAS regularly and well in advance of each class for updates, some assignments will be required to bring to class in hard copy, and some will need to be uploaded to Canvas (or both!). We highly recommend developing a daily habit of checking CANVAS for updates and announcements.
- Emails need to be sent via my CSU email address posted above.
- Complete assignments and quizzes in the allotted time. Assignments that are due in class (on paper/hard copy) are due at the beginning of class. Other assignments will need to be uploaded and submitted to CANVAS according to what is stated in the syllabus and Canvas – please familiarize yourself with the deadlines and due dates outlined in the weekly schedule detailed in this document and outlined in Canvas.
- Late assignments will not be accepted unless you have University, medical, or Case Management documentation for having missed class and/or an assignment due date.
- Please work with the Student Disability Center as soon as possible if you have any documented special needs which require accommodation.

## Course Grading:

The following information outlines how your grade for this class will be assessed. Knowing when to turn in assignments, bringing assignments to class on time or submitting them to CANVAS on time, tracking your overall performance, etc. **are your responsibility.**

1. In-class quizzes (2 – 100 pts. Each)	200 pts. (20%)
2. Course Info/Study Plan Quiz (Canvas)	50 pts. (5%)
3. Career summaries (2 – 50 pts. each)	100 pts. (10%)
4. Mountain Campus reflection	50 pts. (5%)
5. Graduation plan	200 pts. (20%)
6. DEI reflection	100 pts. (10%)
7. Student chapter meeting report	50 pts. (5%)
8. In-class discussion assignments, homework assignments, and participation	250 pts. (25%)
<b>TOTAL AVAILABLE POINTS</b>	<b>1000 pts.</b>

NOTE: Pass/Fail is **not** a grading option. Grades will be based on the following system:

A+	100 %	to 96.67%
A	< 96.67 %	to 93.33%
A-	< 93.33 %	to 90.0%
B+	< 90.0 %	to 86.67%
B	< 86.67 %	to 83.33%
B-	< 83.33 %	to 80.0%
C+	< 80.0 %	to 76.67%
C	< 76.67 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%

**Last Day to Drop this course:** Aug 30, 2023 – note early drop date due to being a 10 week course

**May Withdraw From Course:** Aug 31, 2023 through Oct 12, 2023

## Assignments:

We will have several different types of assignments as noted above in the grade breakdown. Some assignments will be completed in class or you will be required to bring a printed document to class and some will be submitted through Canvas. Late assignments will not be accepted unless you have CSU, medical, or related official documentation as to why you were unable to turn in your assignment. *Any questions regarding a grade for an assignment must be brought to the attention of the instructor within one week of the grade for that assignment being posted in Canvas.* **PLEASE CHECK CANVAS REGULARLY FOR DUE DATES and UPDATES!**

### 1. In-class Quizzes:

- Quiz I (100 pts) – content covers curriculum guides/videos and DARS – to be completed in class during Week II
- Quiz II (100 pts) - content from entire seminar to be completed in class during the last day of seminar

### 2. Course Info/Study Plan Quiz (50 pts):

- To be completed in Canvas
- This quiz requires you to provide information regarding your spring courses, how you study, etc.

### 3. Career Summaries

- This assignment is to be completed in Canvas. Note: these forms are to be completed using your own words and with complete sentences. It is not acceptable to cut and paste information from the position descriptions, except for those sections noted on the form.
- **I am looking for effort and your personal insights as to the type of work described in your selected position description and what you think you would like, dislike, and what you would need to do to successfully compete for the position**
- **The first Career Summary (50 pts.)** will need to be a fisheries, wildlife, or conservation-related position that you think you could apply to today or right after graduation.
- **The second Career Summary (50 pts)** will need to be a fisheries, wildlife, or conservation position that represents a career goal – this is your ideal position that might take you years of experience and/or additional education in order to be eligible to apply.
- **For both career summaries you must answer each section listed on the form that is posted in Canvas to receive credit for the assignment.** These summaries should come from actual, posted position announcements, not simply vague descriptions from general career exploration via websites/lists. **Please include the link or attach the job posting.**

### 4. Mountain Campus reflection (50 pts.)

- To be completed in Canvas
- This assignment will ask you to reflect on your time spent at the Mountain Campus field trip.

### 5. Graduation Plan (200 pts.)

- We will talk about them quite a bit during our seminar sessions.
- Your graduation plan needs to be filled out (typed/electronically) on the form provided in CANVAS **and then brought to class, hard copy.** Please make sure your name and concentration are listed at the top of the form and make sure you include your previous semesters/transfer credits on the form. Using your Degree Audit, Curriculum guides/videos for your specific concentration, posted Success Slides, Concentration electives lists, and class discussions, you must list all the classes required to complete your FWCB/CSU degree and they must be listed in the appropriate semester – paying close attention to prerequisites, when the class is offered (summer only, fall only, spring only, fall of odd years, etc.), and the overall academic load for a given semester (averaging 15 credits/semester, trying to have a maximum of 2 labs/semester).
- **Each course in your grad plan must be labeled** with a “reason” – for example, if you are planning to take NRRT330 to fulfill your Human Dimensions requirement, it should be labeled as such in the reason column. Courses where you do not have options, for example, FW179, can simply be labeled “required” as the reason.
- **Remember you cannot double-count courses, even if they are listed under multiple requirements in your DARS.** For example, if you are taking FW310 for your GIS course, it cannot also count for your Wildlife course.

### 6. DEI Reflection (50 pts.)

- To be completed in class following our guest speaker on Diversity, Equity, and Inclusion
- Please write in complete sentences and answer each question thoroughly and thoughtfully to receive full credit.
- For additional resources to reflect on in your responses please see Warner College’s Diversity Website: <https://warnercnr.colostate.edu/diversity/>

### 7. Student Chapter Meeting Report (50 pts.)

- You will need to attend at least one student organization meeting. This organization must be related to fisheries, wildlife, and/or conservation.
- Print out the form provided in Canvas and respond to all the prompts (using complete, legible sentences as one or two word answers will not be considered acceptable) on the form.
- Note that you need a **signature with the date attended** from an officer in the organization.

- This is due on the 9th week of seminar and must be handed in to me, **hard copy**.

#### **8. In-class discussion assignments, homework assignments, and participation (250 pts. total)**

- Most weeks we will have an in-class discussion or activity and these will account for your attendance/participation points each week. If more time is needed, some assignments may be completed as homework.
- Attendance, being on time to class, and respectful engagement are important aspects in this class and worth a significant portion of your grade. Participants in this class are expected to read, invest in, and adhere to, Colorado State University's Principles of Community and Academic Integrity as listed and/or linked at the end of this document. Students who do not, may be asked to leave class and/or work with Student Conduct Services.
- **DARS worksheet (50 points):** this is a resource to help you develop your grad plan. We will work on completing it in class and it will help you learn how to navigate your Degree Audit (DARS). DARS is one of the most critical resources you have for successfully pursuing your degree. It is expected that you utilize this tool every time you plan your registration for a given semester and it is ultimately, your "graduation contract" with the University where each requirement will need to be fulfilled for you to graduate.

**Academic Integrity and Professionalism:** Professionalism is expected throughout this course. Your responses to questions, interaction/communications/emails with classmates, guest speakers, or the instructor should be professional in manner. This includes electronic etiquette such as using salutations (such as "Dear Ms. White" or "Hello Cecilia," not "Hey!") when you send an email, signing your emails, and using respectful discourse in discussions whether online or in class. Disrespectful discourse will not be accepted and will result in being asked to leave. Note that professionalism also includes being responsible for keeping track of due dates, tracking your grades and that they are showing up correctly in Canvas, and turning assignments in on time and in the appropriate format as outlined above.

This course will adhere to the [Academic Standards and Policies](#) of the [Colorado State University General Catalog](#) and the [Student Conduct Code](#). Cheating and/or plagiarism will not be tolerated in class. If found cheating, you will either automatically receive a failing grade for the class, or at a minimum, violations will result in a grading penalty and a report to the *Office of Conflict Resolution and Student Conduct Services* which can result in other University action. See the [Students' Rights](#) and [Students' Responsibilities](#) sections of the [Colorado State University General Catalog](#) for more information. Distractive behaviors such as talking to classmates, reading or watching videos that are not a part of the current class, texting, phone calls, inappropriate discussion posts, and regularly coming to class late or leaving early are not acceptable. **Students engaged in such activities may be asked to leave.**

***Please invest in creating a respectful and professional learning environment for everyone and please review CSU's Principles of Community and Academic Policies at the end of this document.***

## Tentative Weekly Class Schedule – we will flex this a bit throughout the 10 weeks

### WEEK 1: (AUG 23) - Intros, Expectations, Professionalism and more!

#### Assignments: **To be completed before class for next week.**

- Complete the Course info/Study plan quiz in Canvas before class begins next week
- Review the FWCB curriculum guide for your chosen concentration posted under the Week 1 Module
- View your specific concentration curriculum video also posted under Week 1 Module (**there will be a quiz in class** on your video/curriculum guide information) next week!
- We will also complete an in-class discussion and activity regarding professionalism - you can expect this most weeks!
- **GUESTS:** Student Organization Leaders

### WEEK 2 (AUG 30) – Important Dates, CANVAS, WCNR Majors, FWCB Curriculum Guides/Course Planning, DARS, and Student Organizations

#### Assignments:

- **This Week:** your course info/study plan quiz is due to be completed in Canvas before class begins and there will be a quiz in class over your concentration-specific curriculum guide and video in class. We will begin work on the DARS worksheet and complete it next week.
- **Next week:** Career Summary 1 is due via Canvas before class begins
- **Ongoing:** graduation plans, career summaries, and attending student organization meetings – you can turn in your student organization meeting forms at any time
- **GUEST:** FWCB graduate student: Mike Johnson, PhD candidate in Dr. Dave Koons' lab

### WEEK 3 (SEPT 6) – Curriculum Guides/Course Planning, DARS, Graduation Plans, continued

#### Assignments:

- **This Week:** Career Summary 1 is due via Canvas before class begins. Please bring questions related to today's topic and complete in-class discussion/activity (DARS worksheet).
- **Next Week:** work on your draft grad plans that are due at the beginning of class on Week 5
- **Ongoing:** graduation plans, career summaries, and attending student organization meetings
- **GUESTS:** To be announced each week (TBA)

### WEEK 4 (SEPT 13) – Overview of CSU Support Resources

#### Assignments:

- **This Week:** continue to work on your draft grad plans. Please bring questions related to today's topic and complete in-class discussion/activity
- **Next week:** grad plans are due in two weeks!
- **Ongoing:** graduation plans, career summaries, and attending student organization meetings
- **GUESTS:** Shimon Watanabe and TBA

### SUNDAY, SEPTEMBER 17 – Field Trip to CSU Mountain Campus!

- **Details to be announced in class**

## WEEK 5 (SEPT 20) – Summer and Fall Registration, NR220

### Assignments:

- **This Week:** Please bring questions related to today's topic and complete in-class discussion/activity
- **Next Week:** continue to work on grad plans – they are due in class next week!
- **Ongoing:** career summaries and attending student organization meetings
- **GUESTS:** TBA

## WEEK 6 (SEPT 27) – Grad Plan Workshop – make sure you bring a printed copy of your grad plan!

### Assignments:

- **This week:** Grad Plan must be printed and brought to class. We will go over them together and make revisions in class.
- **Next Week:** Career Summary II is due via Canvas before class begins
- **Ongoing:** graduation plans, career summaries, and attending student organization meetings
- **GUESTS:** TBA

## WEEK 7 (OCT 4) – Majors, Minors, and Guest Speakers

### Assignments:

- **This Week:** Career Summary II is due via Canvas before class begins. Please bring questions related to today's topic and complete in-class discussion/activity
- **Next Week:** there are two weeks left to complete your student organization meeting attendance and related forms
- **Ongoing:** attending student organization meetings
- **GUESTS:** TBA

## WEEK 8 (OCT 11) – Study Abroad, Internships, Research, Mentors

### Assignments:

- **This Week:** Please bring questions related to today's topic and complete in-class discussion/activity
- **Next Week:** all remaining student organization meeting forms due in class
- **Ongoing:** reviewing materials covered in class for comprehensive quiz on the last day of class
- **GUESTS:** TBA

## WEEK 9 (OCT 18) – Careers, Choices, and Developing Your Professional Reputation

### Assignments:

- **This Week:** - Last day to submit Student Organization meeting forms due in class! Please bring questions related to today's topic and complete in-class discussion/activity
- **Next Week:** In class, comprehensive quiz over all content from this course
- **GUESTS:** FWCB Faculty panel

WEEK 10 (OCT 25) - Wrap-up, Going Forward

**Assignments:**

- **This Week:** In-class, cumulative quiz over all content of this course, course evaluations, and wrap up
- **NO GUESTS**

**Check CANVAS Regularly for Updates/Changes to Class Topics, Speakers, and Assignments**

## **Colorado State University's Principles of Community**

*The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service, and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.*

**INCLUSION:** We create and nurture inclusive environments and welcome, value, and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

**INTEGRITY:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**RESPECT:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**SERVICE:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**SOCIAL JUSTICE:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

## **Academic Integrity/Student Code of Conduct**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity.

Faculty/instructors shall work to enhance a culture of academic integrity at the University.

Each course faculty member/instructor shall clearly state in his or her course syllabus that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code. In addition, by the end of the second week of classes and/or in the syllabus, the faculty member/instructor shall address academic integrity as it applies to his or her course by providing guidelines about course elements for the students.

Each course faculty member/instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the faculty/instructor's choosing. The honor pledge shall include one of the following statements and may be expanded according to faculty/instructor's, department, or college practices and policies:

**HONOR PLEDGE:** I have not given, received, or used any unauthorized assistance.

**HONOR PLEDGE:** I will not give, receive, or use any unauthorized assistance.

A course faculty member/instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic



submissions of their work. A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty/instructors.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are encouraged to positively impact the academic integrity culture of CSU by reporting incidents of academic misconduct.

Examples of academic misconduct include (but are not limited to):

1. Cheating – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
2. Plagiarism – Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Also included is the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic or spoken.
3. Unauthorized Possession or Disposition of Academic Materials – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
4. Falsification – Falsification encompasses any untruth, either verbal or written, in one's academic work.
5. Facilitation of any act of Academic Misconduct – Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct.

(Academic Integrity policies appear in the Graduate and Professional Bulletin, the Faculty and Administrative Professional Manual, and the Honor Code of the Professional Veterinary School and the School of Public Health as applicable.)

## **Procedures for Dealing with Academic Misconduct**

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. If a faculty member/instructor has evidence that a student has engaged in an act of academic misconduct in his or her course, prior to assigning any academic penalty, the faculty member/instructor shall notify the student of the concern and make an appointment with the student to discuss the concern. The student shall be given the opportunity to give his or her position on the matter. After being given the opportunity, if the student admits to engaging in academic misconduct, or if the faculty member/instructor judges that the preponderance of evidence supports the allegation of academic misconduct, the faculty member/instructor may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, a failing grade in the course, removing the Repeat/Delete option for that course, or other lesser penalty as the faculty member/instructor deems appropriate. The faculty member/instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to Student Resolution Center.

Faculty/instructors have a responsibility to report to [Student Conduct Services](#) at the [Student Resolution Center](#) all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty member/instructor considers major infractions (such as those resulting in the reduction of a course grade or failure of a course) should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.

If the student disputes the decision of the faculty member/instructor regarding alleged academic misconduct, he or she may request a hearing with [Student Conduct Services](#). The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filed within the time period, the decision of the faculty member/instructor will be final.

If, after making reasonable efforts, the faculty member/instructor is unable to contact the student or is unable to collect all relevant evidence before final course grades are assigned, he or she shall either:

1. Assign an interim grade of Incomplete and notify the student in writing of the reason for this action; or
2. Refer the case to [Student Conduct Services](#) for a hearing before deciding on a penalty.

A hearing will be conducted with [Student Conduct Services](#) to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the Hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty/instructor will determine a grade based on academic performance and without reflection of the academic misconduct charge and change any previously assigned grade accordingly. If the Hearing results in finding of academic misconduct, the Hearing Officer and faculty member/instructor will confer regarding appropriate sanctions. The faculty member/instructor will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, removal of the Repeat/Delete option for that course, or other lesser penalty as the course faculty/instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

In a case of a serious incident or repeat offense of academic misconduct that is upheld through a hearing, the Hearing Officer and the faculty member/instructor shall decide whether the student's transcript will be marked with a notation of "AM," which will be explained on the student's transcript as a "finding of Academic Misconduct." A notation of "AM" will be made on the student's transcript only if the Hearing Officer and the faculty member/instructor agree that this penalty should be imposed.

Grades marked on the student's transcript with the designation "AM" will not be eligible for the [Repeat/Delete Policy](#).

Information about incidents of academic misconduct is kept on file in the [Student Resolution Center](#) office. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.

## **CSU Student Conduct Code**

The Student Conduct Code exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student organizations.

Colorado State University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws, and University regulations; and to respect the rights, privileges, and property of other people.

The student conduct process is intended to be a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and the consequences and impacts of one's actions. This process balances the needs and rights of students with the needs and expectations of the University and larger community. It supports and values Colorado State University's Principles of Community and offers a continuum of responses, many of which are educational and restorative in nature. Students are treated with care and respect while being afforded the opportunity to receive a fair hearing. Sanctions and interventions are designed to promote the University's educational mission.

The Student Conduct Code defines University intervention, resolution options and possible disciplinary action related to the behavior of both individual students and student organizations.

The Student Conduct Code is available:

1. On the web at [Student Resolution Center](#)
2. In print copy at:
  - Student Resolution Center, 501 West Lake St., Suite A