



COURSE SYLLABUS

NRRT 330– Social Aspects of Natural Resource Management

Instructors Information

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Office Hours: Virtual, Wednesdays 1:00-2:00 pm, Forestry 202; in-person, Thursdays, 9:45-10:45 am (via [Teams](#))

Communication Policy: I will respond to emails and Canvas messages within 2 working days; if you don't hear from me, please send a follow-up (I appreciate reminders).

Name: Jonathan Salerno

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Office Location: Forestry 236

Office Hours: In-person, Fridays 1:00-2:00, Forestry 236.

Communication Policy: I will respond to emails and Canvas messages within 2 working days; if you don't hear from me, please send a follow-up (I appreciate reminders).

Teaching Assistant

Name: Alaina Birkel

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Office Location: Forestry 237B

Office Hours: In-person, Wednesdays 3:30 – 4:30.

Communication Policy: I will respond to emails and Canvas messages within 2 working days; if you don't hear from me, please send a follow-up (I appreciate reminders).

CSU Land Acknowledgement

This course recognizes the [CSU Land Acknowledgement](#) and adheres to the statements and principles therein.

Prerequisites for Course

None (Sophomore standing)

Course Structure – flipped classroom and CO-teaching

The course is taught in a “flipped classroom” format. This means that students will engage with short, recorded lectures, required readings, and various activities independently; then, on their assigned day (Tuesday *or* Thursday), students will attend a 75-minute in-person recitation and discussion. All students will be assigned to their recitation day prior to the first week of class, and they will attend their first day on the assigned recitation day. This means that a student’s first day of class will be Tuesday 23rd or Thursday 25th. The course is also co-taught. This means that there will be two listed instructors, with both delivering in-person and online content.

Course Description & Objectives

The purpose of this course is to engage students with human dimensions of natural resources (HDNR) as a field and how the conservation social sciences contribute to solving environmental problems. Students will engage with fundamental concepts, disciplinary perspectives, and applied problem-solving approaches of HDNR.

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

- Describe human dimensions approaches and their importance in biodiversity conservation and natural resource management
- Understand how theory and applied social science are used in human dimensions research and practice
- Apply human dimensions approaches to address conservation and environmental problems

Textbook / Course Readings

There is no textbook required for this course. Content will be provided through Canvas and course reserves.

Course Materials & Equipment

None

Participation/Behavioral Expectations

Students are expected to devote 5-7 hours per week to complete required course content and assignments. The typical weekly module includes 1-2 recorded content lectures, 1 scientific article, 1 popular article, and 1 short online quiz, **all of which are due prior to recitation on a student's assigned day**; recitation includes discussion and the submission of 1 group assignment by the end of class. Most modules also contain a recorded Q+A video with the instructor and a guest, as well as a brief learning activity (e.g., web search and comment; reflection).

Recitations are the principal learning activity of the course. Within their in-person recitation, students are placed into small groups at the beginning of the semester, in which they will remain and interact. Therefore, these small group communities structure much of the learning for the course, and so by enrolling in the course students are committing to engaged participation within their assigned groups. Students are committing to mutual respect, civility, and openness to share and question ideas. All students must actively contribute to positive learning environments in this way.

If students are unclear about any aspect of the course, have any issues that slow learning progress, or fall behind in any way, they are expected to contact the instructor.

This course expects all students and instructors to adhere to the [CSU Principles of Community](#), which are also stated below. Also, students may interact online for course activities, and so students should review and adhere to the [core rules of netiquette](#) (these may be helpful in other courses as well, and for being a good human in general).

Diversity and Inclusion

Our classroom spaces, our practices, and all our interactions should be committed to inclusivity. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. We all share the responsibility to establish a positive learning environment in which everyone is provided the support and environment to succeed. We expect all of us together to contribute to a positive learning climate, which can be established partially via the following: engage in discussion and inquiry respectfully; listen actively with a goal to understand; react to and critique ideas, not individuals; commit to learning, not debating; avoid blame, speculation, and inflammatory language; acknowledge alternative viewpoints; avoid assumptions about any classmate, social group, or background experience.

More broadly, the [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

Course Policies (late assignments, make-up exams, etc.)

Professionalism and Conduct: Interactions among students must be courteous and respectful. Interactions between students and instructors should also be courteous and

respectful. Students should be mindful of tone during written (and verbal) communication.

Student Effort and Grading: All assignments will be graded based on associated rubrics. These rubrics are maps to how students succeed in this course. Generally, an above-average grade (e.g., A, B) can be earned by showing an above-average effort. "Above-average effort" shows a strong understanding of content and demonstrated work toward learning, often involving critical thinking, analysis, and other higher-level thought processes.

Readings and Content: To facilitate discussion and interaction, students are expected to complete all required readings and learning content. Modules are designed and facilitated based on this expectation. This means required readings and content must be completed, and understood, prior to students' designated recitations.

Due Dates and Late Assignments: All assignments are due at the time noted on the assignment page in Canvas. These due dates are specific to each student's assigned recitation day/group. Late assignments are accepted, with grades reduced by 10% each day after the due date. Late assignments are not accepted past 1 week late without permission from the instructors.

Office Hours: We are always happy to talk or email with students about assignments, grades, this course, research opportunities, career goals, or anything else. Instructors and TAs hold in-person office hours weekly. Students are expected to reach out with any questions or concerns, and we may contact students if they appear to be falling behind. Don't wait until the end of the semester to see us if you are having difficulties of any kind.

COVID-19: We will adapt the course in response to individual and public health considerations regarding COVID-19. Students are required to adhere to [CSU](#) and [Larimer County Health](#) guidelines. Students who are individually impacted by COVID-19 in any way are encouraged to reach out to the instructors for support and accommodations.

Grading Policy

All assignments are graded based on posted rubrics. Students should review these rubrics prior to completing assignments to understand how the criteria presented in assignment descriptions translate to grades.

Final grades will be assigned as follows:

Grade	Range
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%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, we take our role as your instructors very seriously, and we care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is our commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Assignments and quizzes will be returned within 1-2 weeks. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times we have listed here, we will keep you informed of our progress and make every effort to return your work with feedback as soon as we can.)

The approximate grade distribution for the course is as follows. Note, changes in the distribution may occur with addition or deletion of assignments.

Assignment	Grade Points	Approx. grade Percentage
Recitation	145	41
Activity assignments	30	9
Quizzes	65	19
Final project	85	24
Reflection	25	7
Total:	350	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

Canvas Information & Technical Support

Canvas is where course content, grades, and communication will reside for this course.

Login: canvas.colostate.edu

Support: info.canvas.colostate.edu

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).

Voice: (970) 491-7276

Email: help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas.

Academic Integrity & CSU Honor Pledge

This course will adhere to the [CSU Academic Integrity/Misconduct](#) policy as found in the General Catalog and [the Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

Universal Design for Learning/Accommodation of Needs

We are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact us to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right

to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

Copyrighted Course Materials

Please refer to [Faculty Manual - Section J](#) for rights and responsibilities related to creative works.

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Food Insecurity

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological, and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays.

Please see [CSU's Religious Observances Calendar](#).

Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out [the Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU Principles of Community

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.

Student Parents/Guardians/Caregivers

We know personally that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and we are committed to supporting those of you who are parents to achieve our course's learning outcomes. If you encounter challenges in meeting course expectations – for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care's illness,

essential appointment, school closure, etc. – please contact either of us as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). We will develop a plan for you to make up missed work. Also, please see Canvas and other sections of this syllabus for information on making up the work for a missed class meeting or late assignment. If you need to bring your child or person you care for to class, for example because you're nursing or planned childcare became unavailable, we encourage you to do so if it's feasible for you to participate in class and support your child or person in your care (in this case, you can count on both of us to help during class).

Our group work assignments are designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to us so we can work together to devise a solution.

Finally, know that [pregnant and parenting students are guaranteed equal educational opportunities by Title IX](#); know your rights, the protections provided, and how to advocate for yourself.

Student Case Management

[Student case management](#) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and either of us discuss your situation, we may request [verifiable documentation for class absences](#) from the SCM office if you request considerations for absences or missed coursework.

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources.

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.