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NRRT 463

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## COURSE SYLLABUS

### Professor:

Brett Bruyere, PhD

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[\(mailto:brett.bruyere@colostate.edu\)](mailto:brett.bruyere@colostate.edu)

Student Hours:

by appointment

Forestry 232

(970) 491-1360

### Graduate Teaching Assistant:

Paula Cepeda Mahecha

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office location

Student Hours: TBD

**Communication notes:** email is usually the most effective way to reach me with your questions or inquiries, and/or to set up a time to have a discussion for which email isn't the best option. I will do my best to respond within 48 hours of normal Monday to Friday work days and times.

► **Prerequisites:** NRRT 231 or NRRT 262, or instructor permission.

## Land Acknowledgement

*Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.*

*CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding*

*came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice*

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*al history, responsibility, and commitment.*

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## COURSE DESCRIPTION & OBJECTIVES

In this course, students will learn about and evaluate the role of non-governmental organizations (e.g., NGOs, non-profit organizations) in the conservation of natural resources. These roles can include land ownership and stewardship, education, advocacy, technical assistance and others. NGOs come in many shapes and sizes, from world-wide multi-million dollar organizations (e.g., Nature Conservancy, World Wildlife Fund) to small organizations run entirely by volunteers with modest budgets. The course will introduce the fundamentals of NGOs, current issues in the conservation NGO sector, and strategies employed by NGOs for protecting the world's resources.

**By the conclusion of this course, students will:**

- Apply the basic structure and legal requirements of non-profits to understand and evaluate conservation organizations in the United States
- Articulate the unique roles of non-profit organizations in the conservation of natural resources
- Describe and analyze critiques of the non-profit sector in conservation.
- Create a hypothetical nonprofit to address a conservation issue
- Describe the fundamental components of an effective grant

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## TEXTBOOK / COURSE READINGS

All readings are available in the Modules on Canvas.

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## PARTICIPATION EXPECTATIONS

The course is designed for an average effort of ~5-6 hours per week, inclusive of class sessions. This includes reviewing course content (e.g., videos, readings)

and completing assignments. Modules are organized with required content (e.g., videos, readings, assignments) as well as supplemental materials for further

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When a bigger assignment is due, the amount of effort will be higher.

**Students are expected to keep up with course activity weekly**, which allows us to have opportunities for additional learning options such as discussion and debate, and small group work. If you have a circumstance which will prevent you from keeping up with the course on a given week, please let me know so we can anticipate your absence and aren't left wondering about your whereabouts.

**Students are expected to attend class.** The Covid-era of teaching muddled the norms and expectations about in-person attendance, and we're still feeling the effects of it three years later. You are expected to be in class. Course sessions are not recorded or live-streamed for remote attendance. If you are unable to attend class due to illness or an extenuating circumstance, please let us know.

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## TIPS FOR STUDENT SUCCESS

What you can do that will likely enhance your learning and contribute to a thriving environment for everyone:

► **Growth mindset:** you believe your skills and abilities can be improved with effort, persistence, and new information

**Open-minded:** you are willing to process and reflect about new information, including information that may not be consistent with your current belief structures about a topic

**Willingness to connect with others:** you are willing to learn and work cooperatively and collaboratively with others, employing a give-and-take approach in which the input and perspectives of others are seen as valuable as your own

**Personal accountability:** you take ownership over what needs to be done to perform at a high level in class, take action to achieve those results, and answer to the results obtained.

## MY TEACHING PRINCIPLES

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gies that lead to effective teaching and student learning. The principles below guide how I design and deliver the course.

- ***Students are challenged intellectually at a level appropriate to their abilities.*** At times, you may feel lost or challenged by the content; that's good! That means you are learning!
- ***Students see the real-world applicability of content to understanding the world.*** I will use real examples, include sessions with practitioners, and other tools for demonstrating how content in the course is relevant to the real-world work of conservation non-profits.
- ***Students are provided constructive and timely feedback.*** Educational research shows that assignments returned within two weeks contribute to your ongoing learning. I am committed to returning assignments within that time frame, and with feedback that helps continue your learning.
- ***Instructor utilizes innovative and varied instructional strategies.*** I make a distinction here between what students often prefer and what actually works for student learning. A mix of instructional strategies not only caters to the diverse learning preferences in class, but is actually more effective for most students.
- ***Students are prepared for and active in class activity.*** This one is out of my control, but it's important for you to know that my expectation is that you show up to class prepared.
- ***Instructor establishes a climate of trust and respect in course activities and discussion.*** This is a shared responsibility among all of us; I will do my best to set an example of how to contribute to a class environment that welcomes and respects diversity of thought.
- ***Instructor is available to students outside of class.*** While I do maintain some boundaries to contribute to work-life balance (e.g., not checking emails

after hours), I am committed to responding to your emails within a day or two, holding office hours, and generally making myself available to you.

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As you know my bottom line measurement of success is **whether you have learned something new, not whether you earned enough points or a particular grade**. At the end of the day, that's what this is all about. It's not about points on an assignment, the extent to which anyone enjoyed a particular class session, and other peripheral measures of effectiveness. I'm here to make sure you learn!

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## INCLUSION STATEMENT

Our virtual spaces, our practices, and our interactions should be committed to inclusiveness. 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. I expect all of us to contribute to a positive online climate, which can be established partially via the following:

- Respond 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.

Please also review the [core rules of netiquette](https://tilt.colostate.edu/TipsAndGuides/Tip/128)  (<https://tilt.colostate.edu/TipsAndGuides/Tip/128>) for some guidelines and expectations on how to behave in an online learning environment.

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## ACCOMMODATION OF NEEDS

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs and send me a copy of a verifying memo from

**The Student Disability Center**  (<https://disabilitycenter.colostate.edu/>) that is typically provided.

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ered to student with 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.

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## COURSE POLICIES

**Professionalism and Conduct:** Interactions between students and the instructional team (professor and TA) should be courteous and respectful for all parties. While they don't need to be formal in tone or language (e.g., it's okay to call me Brett), make sure your emails and similar communication have the right tone for communication between a student and his/her instructor(s).

**Student Effort and Grading:** Assignments will always have a rubric showing how they will be evaluated. Overall, an above-average grade (e.g., A, B) can be earned by showing an above-average effort. Simply following directions and doing the various parts on an assignment is compliance but not necessarily a

▶ demonstration of excellence in learning. "Above-average effort" shows a strong grasp of content, that is expressed in your voice, and demonstrates an ability to analyze and synthesize multiple sources of information and varied perceptions.

Where appropriate, it should also show an ability to think critically and analytically about content, including how content resonates (or not) with your own prior experiences, values, world views, etc.

**Readings:** To facilitate discussion and interaction, students are expected to have completed assigned readings. Sessions will be designed and facilitated based on that expectation. Not all readings are going to captivate your attention, so plan accordingly in terms of when you read them (i.e., more attentive parts of your day) and how you make notes of key points from the readings.

**Make-up Work:** All assignments are due at the time noted on the assignment page in Canvas. Late assignments will be accepted and penalized one letter

grade for each day they are late, up to five days late. In-class assignments, however, can only be completed in class.

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not be made up or completed out of class; they are intended to be a collaborative process of applying course content and a measure of accountability for attendance. We will drop two of the eight in-class assignments at the end of the semester, so if you miss an in-class assignment for whatever reason, there are no consequences to your grade (up to twice).

**Questions / Concerns:** I will always find time to assist students outside of class regarding class assignments, course material, grades or any reason that is remotely related to class, future plans, professional goals, etc. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, pondering your future, etc. Don't wait until the end of the semester to see me if you're having difficulties early on.

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## GRADING POLICY

A	90-100%
B	80-89%
C	70-79%
D	60-69%
►	50-59%

One of your responsibilities is to submit course work by the due dates and times listed in Canvas. My commitment to you is to respond to the work you submit and return your work in a timely manner. Smaller, assignments will be returned within 7-10 days and major assignments, exams, and essays will be returned within two (2) weeks. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

Note: there are 8 in-class assignments/activities. We will drop 2, and count only the top 6 in your final grade. Therefore, in-class assignments cannot be made up. They are meant to be completed collaboratively with peers.

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## INFORMATION & TECHNICAL SUPPORT

All course content will be housed on Canvas. Some helpful links for Canvas include:

- Login for Canvas
- Canvas Support
- For passwords or any other computer-related technical support, contact the **Central IT Technical Support Help Desk** [↗ \(http://lib.colostate.edu/services/computers/technical-support-helpdesk\)](http://lib.colostate.edu/services/computers/technical-support-helpdesk).
  - (970) 491-7276 or [help@colostate.edu \(mailto:help@colostate.edu\)](mailto:help@colostate.edu)

## WRITING QUALITY

Good writing skills are imperative. Consequently, written work is expected to be well-organized and formally written unless otherwise indicated (thought questions can be more reflective in tone). Grammar and organization will be a criterion for grading on most assigned material. You have a variety of options: ask a roommate or peer to give you feedback on an assignment, utilize spell-check, consult the

▶ [SU Writing Center](#) for support, and so on.


Some initial tips to always keep in mind;

- *One paragraph usually is structured around one main point.*
  - Outline your assignments in advance, highlighting key points you want to raise, and structure paragraphs around those key points.
- *Be consistency in the tone/voice, style and format*
  - If it's a group assignment, be sure there is consistency from start to finish after compiling sections that are written by different individuals
- *When asked for your position or perspective, put your logic and thinking on display*
  - If A + B + C led you to conclude D, include A, B and C in your presentation




- *Paraphrase more, direct quote less.*

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- illustrates your processing and synthesizing of information
- Using direct quotes – and using multiple direct quotes specifically – disrupts the tone and flow of your presentation, and makes your perspectives, voice and insights less clear.
- Go to <https://writingcommons.org/article/intergrate-evidence/>  (<https://writingcommons.org/article/intergrate-evidence/>) for guidance.

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## ACADEMIC INTEGRITY

This course will adhere to the CSU [Academic Integrity/Misconduct](https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity)  (<https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity>) policy, published in the General Catalog and the Student Conduct Code. As a student at CSU, you are expected to following the CSU Honor Pledge while completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](https://tilt.colostate.edu/TipsAndGuides/Tip/18).  (<https://tilt.colostate.edu/TipsAndGuides/Tip/18>)



## THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. These programs and software are required to publish their privacy policies so that you are aware of how your personal information is collected, used and shared.

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## COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course, and not intended for distribution beyond this specific course. Materials authored by


third parties and used in the course are also subject to copyright protections.

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## 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](https://undocumented.colostate.edu/)**  **(https://undocumented.colostate.edu/)** for resources and support. Additionally, only if a student feels comfortable, you can consult with me about other resources for support.


## TITLE IX/INTERPERSONAL VIOLENCE/ YOUR WELL-BEING

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](https://titleix.colostate.edu/)**. 

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






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.








In terms of your overall well-being, there are resources available to all CSU students to support your physical, emotional and mental well-being. A starting point to access such services is the “Tell Someone” site at **<https://supportandsafety.colostate.edu/tell-someone/>** 






(<https://supportandsafety.colostate.edu/tell-someone/>), or by phone at 970-491-1350. This includes support for you if you are worried about classmates,  u are concerned.

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## Course Summary:

Date	Details	Due
Tue Aug 22, 2023	 <b><u>Week 1 Mind Map (completed in class)</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158588">https://colostate.instructure.com/courses/169669/assignments/2158588</a>	due by 11:59pm
Tue Aug 29, 2023	 <b><u>"Quiz" of Course Policies and Syllabus</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2198404">https://colostate.instructure.com/courses/169669/assignments/2198404</a>	due by 3:30pm
Thu Aug 31, 2023	 <b><u>Applying Content: Sea Shepherd non-profit status</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158583">https://colostate.instructure.com/courses/169669/assignments/2158583</a>	due by 11:59pm
Thu Sep 7, 2023	 <b><u>Applying content: Mission Statements and Boards</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158579">https://colostate.instructure.com/courses/169669/assignments/2158579</a>	due by 11:59pm
Fri Sep 15, 2023	 <b><u>Individual Assignment: Financial Measures of Effectiveness</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2165015">https://colostate.instructure.com/courses/169669/assignments/2165015</a>	due by 11:59pm

Date	Details	Due
T	 Syllabus Navigation	due by 11:59pm
Fri Sep 29, 2023	 <b><u>Applying content: Charitable iving</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158574">https://colostate.instructure.com/courses/169669/assignments/2158574</a>	due by 11:59pm
Thu Oct 5, 2023	 <b><u>Applying content: Advocacy and Lobbying</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158573">https://colostate.instructure.com/courses/169669/assignments/2158573</a>	due by 11:59pm
Thu Oct 12, 2023	 <b><u>Case Study</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158584">https://colostate.instructure.com/courses/169669/assignments/2158584</a>	due by 11:59pm
Thu Oct 19, 2023	 <b><u>Applying content: Justification for NonProfit Involvement in Conservation</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158578">https://colostate.instructure.com/courses/169669/assignments/2158578</a>	due by 11:59pm
Tue Oct 24, 2023	 <b><u>Applying content: Justification for NGO involvement in conservation (due before class)</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158577">https://colostate.instructure.com/courses/169669/assignments/2158577</a>	due by 3:30pm
Fri Oct 27, 2023	 <b><u>Applying content: Worksheet for rationalizations of NGOs in conservation</u></b> <a href="https://colostate.instructure.com/courses/169669/assignments/2158575">https://colostate.instructure.com/courses/169669/assignments/2158575</a>	due by 11:59pm

Date	Details	Due
T	▶ Syllabus Navigation	
	 <b><u>Applying content: Nonprofits and International Conservation</u></b> ( <a href="https://colostate.instructure.com/courses/169669/assignments/2158581">https://colostate.instructure.com/courses/169669/assignments/2158581</a> )	due by 11:59pm
Tue Nov 7, 2023	 <b><u>Applying content: Nonprofits Filling Public Sector Gaps</u></b> ( <a href="https://colostate.instructure.com/courses/169669/assignments/2158582">https://colostate.instructure.com/courses/169669/assignments/2158582</a> )	due by 5pm
Thu Nov 16, 2023	 <b><u>Create your own non-profit</u></b> ( <a href="https://colostate.instructure.com/courses/169669/assignments/2158585">https://colostate.instructure.com/courses/169669/assignments/2158585</a> )	due by 11:59pm
Tue Dec 12, 2023	 <b><u>Grant Fundamentals</u></b> ( <a href="https://colostate.instructure.com/courses/169669/assignments/2158587">https://colostate.instructure.com/courses/169669/assignments/2158587</a> )	due by 11:59pm
	 <b><u>Discussion participation and quality</u></b> ( <a href="https://colostate.instructure.com/courses/169669/assignments/2158586">https://colostate.instructure.com/courses/169669/assignments/2158586</a> )	

