

Course Syllabus FRPG 188V Earth Resources Spring, 2007

- Professor:** Diane Burns
Office: Brown Hall #105 **Phone:** x5248
Office Hours: my office is usually open and me in it 9-5 weekdays - just stop by; or you can make an appointment. Hours when I am in class are posted on the door.
- Email:** dburns@stlawu.edu or burnsdm@uwyo.edu
- Student Mentor:** Brian Hanson, bjhans03@stlawu.edu;
office hours: Tuesdays 5 – 7pm, BR 107 A
- Required Text:** Rowman and Littlefield, Guide to Writing with Sources, Second Edition, 58 p.
- Suggested Text:** Craig, J.R., Vaughan, D.J and Skinner, B.J., 2001, Resources of the Earth: Origin, Use, and Environmental Impact, Third Edition, Prentice Hall: New Jersey, 520 p.
- Course Objective:** This seminar will focus on the resources of the earth - how we get them, do we need them (and in what quantities) and examination of the differing viewpoints regarding both of those stances – What takes precedence, demand or stewardship? If a community objects to having a production facility emplaced, should they be ignored or obeyed? Why are prices for petroleum products anywhere from \$0.15 a gallon in Venezuela to \$8 gallon in Europe? What constitutes a “need” for a resource? and more.... Through classroom lecture, in-depth research and several field excursions to companies extracting minerals/materials, we will explore all sides of the issues involved. Research will be done on alternative energy resources to explore whether they are really viable or not, as well as looking at the personal/community issues related to exploitation of these alternative sources. Lectures will be supplemented with videos, presentations, demonstrations and field trips.
- Attendance:** mandatory, except for valid reasons cleared through me. More than two unexcused absences will result in a reduction in grade; conversely, if a student is at the cusp of a grade, perfect attendance will help elevate the final mark.
- Participation:** students are expected to ask meaningful questions, answer directed questions and otherwise be active in the learning process. Points will be awarded for positive participation; points will not be awarded for non-participation. We would like to have a lot of classes of just knocking around ideas and talking about the issues, and your engaged participation will make it much more interesting.

Activities: throughout the semester, there will be a variety of activities that are designed to hone your skills in either grammar/spelling/writing or research techniques. These are normally done outside of class time and will be discussed in the subsequent meeting, so no late work is acceptable.

Paper: throughout the semester, you will be doing research on an alternative energy source, both the pros and cons. Explore popular literature (American Scientific, National Geographic) as well as professional journals, although your focus should be more on the latter. Components are due throughout the semester, see attached schedule for deadlines. Paper format: Times New Roman font, 12 point, double spaced, GSA format for cited references, approximately 10 pages in length sans figures.

Research Journal: as you work on scanning for sources and gathering information, references and the like for your paper/presentation, you will keep a research journal to track your progress. This should be a three-ring binder and you should organize it logically, although I will leave the logic up to you. I may ask to see it periodically throughout the semester, and it will be submitted along with your finished paper when that is due.

This should be a complete record of your research activities, including the database searches that you did, notes on the sources that you considered but discarded, copies of the sources that you considered and utilized, the completed components that are graded along the way (introduction, outline, etc.) and notes as to what strategies worked best while you were undergoing this whole process. Not only will this demonstrate to me the effort that you put into your research, it should also serve as a reference for you for future projects of this type so that you do not have to “reinvent the wheel” each time you do one.

Presentation: each student will present a case study on the pros and cons of their paper's topic on an alternative energy source (for example: hydroelectric, nuclear, hydrothermal, solar, wind). Presentations will be given in the form of you presenting a proposal to site an alternative energy source plant in a town, and the audience is city hall as well as the citizens. It is expected that you will defend why it should be sited there and field questions intelligently from the audience. It is also expected that the audience (the rest of the students) will assume roles of the folks in the town, ones both for and against the plan.

Exam: there will be one exam on Thursday, March 8th. The exam may not be taken early nor late except for **valid** excuses.

Field trips: for each field trip, we will follow up with a discussion of the pros and cons of the operation, so pay attention while we are there. Taking notes will **greatly** aid you in your discussion session. Generally answer: what did we see? who escorted us and what is their position/function in the organization? given what you were told/know, how much longer is the company going to be in existence? what needs/what market niche do they satisfy? is there something else that could be used in this product's place? could this operation be run more efficiently? do we really *need* this product? could something be done to more efficiently run this operation?...etc. Really THINK so that we can really DISCUSS.

Grading: Your grades will be based upon the following percentages:

- handing in FYP journal 5%
- exam 15%
- participation/attendance 10%
- activities 10%
- Presentation - case study 25%
- Paper 25%
- research journal 10%

What follows are several excerpts from the First Year Program and Student Handbook, for your perusal and edification:

First-Year Program Philosophy and Goals 2006-07

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflexiveness that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical

thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on “rhetorical sensitivity” means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

First-Year Seminar research project learning goals

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, such as books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research through writing, speaking, visual elements, or other multimedia forms in such a way that you demonstrate the ability to communicate effectively using the rhetorical conventions of the chosen form.

Academic Integrity Procedures

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.

Instructors have the duty to investigate any instance involving possible academic dishonesty and must present evidence of academic dishonesty to the Academic Honor Council rather than make private arrangements with the student involved. Violations of the St. Lawrence University Code of Academic Honor are administered under the constitution of the Academic Honor Council which is reprinted in its entirety below.

The Constitution of the Academic Honor Council

Article I - The Academic Honor Code: Responsibilities of the Student Body

All information contained in this article shall be printed on a card for St. Lawrence University students to sign prior to matriculation. This card shall be retained as a record of compliance with the Academic Honor Code.

Academic Honesty

The primary objective of the University is the promotion of knowledge. This objective can be furthered only if there is strict adherence to scrupulous standards of honesty. At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained.

Students who respect academic honesty and who are orderly and meticulous in their treatment of both their own work and the work of others should anticipate no difficulty with cheating, plagiarism, or other forms of academic dishonesty. Borrowing ideas or language from others is acceptable scholarly practice and in many instances actively to be encouraged.

Academic dishonesty generally (but not always) arises from one of two sources: either a student has knowingly cheated or plagiarized or he/she has been careless or slipshod in discriminating between his/her own work and that of others or in acknowledging sources accurately. These latter difficulties are easily circumvented. Any standard handbook on English usage or term paper writing manual will furnish a methodology as well as appropriate internal reference, endnote, or bibliographical forms (cf., for example, the *Harbrace Handbook*, *A Guide to MLA Documentation*, or *Writers Inc.*).

Academic Honesty

A major objective of the University is the pursuit of knowledge which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained.

Academic Dishonesty

Academic Dishonesty includes any dishonest conduct in connection with any academic (including research) course, program, project or work, including:

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is not original, where originality is required.
4. Falsifying research methods, data and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without

acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

- b) Handing in false data, reports or results in connection with any research project or experiment.
- c) Handing in a book report on a book one has not read.
- d) Falsification of attendance records of a laboratory or other class meeting.
- e) Supplying information to another student knowing that such information will be used in a dishonest way.
- f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.
- g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the Vice President and Dean of Academic Affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged.

**** NOTE: information in this syllabus is subject to change.**

WEEK	Wednesday	Thursday
1-22 to 1-26	Intro to class; movie: "Gifts from the Earth" and subsequent discussion; assignment - read pgs. 1 - 18 in Rowman and Littlefield	Discussion: Rowman and Littlefield Lecture - population growth and historical resource usage; writing exercise 1
1-29 to 2-2	Lecture - mining through the ages; movie: "Gold - Mining to Selling" activity: writing exercise 2; web activity - find out about the Casper Formation; FYP portfolio due	Exercise 3 - professional/reliable sources and how to do annotated bibliographies; discussion of probable research topics
2-5 to 2-9	PA - Eric - Library visit Library research - searches and journal notations	PA - research topics due; lecture - cartels
2-12 to 2-16	Gasification/biodiesel fuel demonstration/talk; annotated bibliographies due on 10 sources	Discussion of gasification/biodiesel fuel; introduction and outline due of paper
2-19 to 2-23	CSQ - 1:15 to 1:35; lecture: water resources; activity - water quality test kits, part 1	Lecture - hydrocarbons
2-26 to 3-2	movie: "God bless Standard Oil" and subsequent discussion; writing exercise - precise vs.concise	Lecture - environmental impacts
3-5 to 3-9	Kip Tract field trip - wood + engineered pond; water quality test kits, part 2	first exam
3-12 to 3-16	Library/research work day - first draft due at 5 pm	Lecture - mining/mining techniques
3-19 to 3-23	Spring Break	Spring Break
3-26 to 3-30	Recycling field trip - waste vs. recycling	Lecture - waste
4-2 to 4-6	movie: "The Devil Gave Us Oil" and discussion	final papers due
4-9 to 4-13	Lowville field trip	Discussion of Lowville trip
4-16 to 4-20	Powerpoint presentations to the people/discussion	Powerpoint presentations to the people/discussion
4-23 to 4-27	Imerys Marble field trip	Discussion of Imerys trip
4-30 to 5-4	Powerpoint presentations to the people/discussion	Powerpoint presentations to the people/discussion