

ENVS 190 Capstone Course

Environmental Problem Solving

Instructor: Pam Rittelmeyer, PhD
Summer Session 1 2022

Course Name	Days/Times	Location
ENVS 190: Capstone Course	Tues/ Thurs 9:00 AM-12:30 PM	Oakes Acad 106
Office Hour	Tues/Thurs 12:30-1:00 PM	Oakes Lawn

COURSE INFORMATION

This Capstone Course draws on the knowledge and skills that you have gained from other courses in your major. We will focus on written and oral individual and group projects. You will be expected to demonstrate initiative and develop skills that are critical for success after graduation. In other words, the goal of this course is to help you explore and prepare for future your opportunities.

COURSE OUTCOMES

By the end of this course, you will:

1. Complete a self-assessment of your transferable skills and qualifications
2. Prepare a resume and cover letter that responds to a job announcement
3. Create or modify a LinkedIn profile
4. Prepare for a job interview
5. Write a short grant proposal
6. Take part in a group career panel
7. Create a personal statement
8. Meet alumni and learn from their experiences

What are your own desired outcomes and objectives for this course? In what specific ways will you work towards achieving these outcomes? How will you measure your progress towards it?

INSTRUCTOR INFORMATION

My email is prittelm@ucsc.edu.

REQUIRED TEXTBOOK

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis by [Ayana Elizabeth Johnson](#) and [Katharine K. Wilkinson](#), Editors. The Science and Engineering [library](#) has a hard copy on reserve and three ebook copies available for limited periods of time. It is available for purchase through the [UCSC bookstore](#).

All other readings and materials will be posted on Canvas.

COMMUNICATION

This summer, in lieu of office hours, I will host an open outdoor chat on the Oakes lawn near our classroom from 12:30-1:00 PM. We can make an appointment to meet [by appointment](#) on Zoom if you need to talk to me outside of this time.

I try to respond to emails immediately, but I seldom respond after 5PM or on weekends, and it might take me up to 48 hours to respond. To help me respond in a timely manner, include “ENVS 190” in the subject line.

WORKLOAD FOR THE CLASS

This five-unit class requires approximately **150 hours of work**, even during a shortened summer course. You are expected to spend **30 hours per week** for this class, including the seven hours a week of class time. Therefore, expect to do roughly **23 hours of work per week outside of class**. If it is regularly taking your more time, please come talk to me so that I can help you strategize.

ASSIGNMENTS & ASSESSMENT

You will be able to see your grades for all writing assignments on Canvas. Your participation and engagement grade will be finalized at the end of the quarter. Feel free to check in with me at any time during the quarter to get a sense of how you are doing.

All components of the course must be completed to pass.

Participation (10%)

Your active participation is essential to making this course successful. We will read and discuss stories from *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. You are responsible for reading the assigned stories before class. I am expecting you to bring your ideas, skills, experiences, and energy into the conversation. My intention is that you will gain knowledge and confidence that you will find beneficial after you have graduated.

Written Assignments (75%)

You will have six written assignments:

1. Short reflection essays (~5%)
2. Self-assessment of your transferable skills and qualifications (~10%)
3. Resume and cover letter that respond to a job announcement (~25%)
4. LinkedIn profile (~10%)
5. Short grant proposal (~10%)
6. An individual paper of 8-10 pages, double-spaced (~40%)

The resume and cover letter, LinkedIn profile, grant proposal, and personal narrative will go through drafts and receive peer feedback. You will include a description of how you addressed peer feedback comments with your final submission.

Submitting work on time is crucial for this class. Late assignments will receive a deduction of 10% for every 24 hours past the due date and time.

Student Panels (5%)

All students will participate in one student panel. Student panels are intended to provide important resource information to fellow students on the following topics:

- Networking and Interview Preparation
- Finding Jobs and Internships in Environmental Studies
- Graduate School
- Travel

Mock Interviews (10%)

All students will conduct mock interviews with a small group of peers. Each student will play all three roles at least once: Interviewer, Interviewee, and Timekeeper. There will be a script for interview questions and a feedback form for each Interviewee to be filled out by each Interviewer. The Interviewee will come prepared having done research on a potential job that they would like to apply to.

FINAL EXAM DATE AND TIME

There is not a final exam for this course. The Final Paper is due the last Friday of classes.

INSTRUCTOR FEEDBACK

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#)

STUDENT FEEDBACK

I will ask for your feedback several times throughout the course. Your feedback will help me alter the course, if necessary, to make this a successful quarter for all students. At the end of the quarter, you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

COURSE SCHEDULE

(Subject to change)

Day/ Date	Topic & Activities	Assignments (due at midnight the day before class unless instructed otherwise)
Day 1 Tuesday 6/21	- Introduction to Capstone - Transferable skills - STRIVE project introduction - Introduction of circle discussions	- Syllabus quiz due
Day 2 Thursday 6/23	- Resumes/ CVs - LinkedIn - Climate change “Roots” discussion	- Self-assessment due - Draft resume (in class)
Day 3	- Professional personas	- STRIVE outline due

Tuesday 6/28	<ul style="list-style-type: none"> - Career paths for ENVS majors - LinkedIn peer review - Climate change “Advocate” discussion 	<ul style="list-style-type: none"> - Summary of LinkedIn Peer Feedback (in class) - Student panel sign-up
Day 4 Thursday 6/30	<ul style="list-style-type: none"> - Guest instructor: Environmental stewardship - Job search and writing a cover letter - Climate change “Reframe” discussion 	<ul style="list-style-type: none"> - Student panel outline due (no submittal) - LinkedIn profile due
Day 5 Tuesday 7/5	<ul style="list-style-type: none"> - Guest Speaker: Environmental consulting - Student panel presentations - Grant proposal writing 	<ul style="list-style-type: none"> - Application packet (due Friday, 7/1) - Group panel slides (due before class)
Day 6 Thursday 7/7	<ul style="list-style-type: none"> - Guest Speaker: Grad school - Climate change “Reshape” discussion 	<ul style="list-style-type: none"> - Draft STRIVE paper due - Draft grant proposal due
Day 7 Tuesday 7/12	<ul style="list-style-type: none"> - Guest Speaker: Marketing management - Climate change “Persist” discussion 	<ul style="list-style-type: none"> - Short grant proposal due
Day 8 Thursday 7/14	<ul style="list-style-type: none"> - Guest Speaker: Marketing consultant - Climate change “Feel” discussion - Interview preparation 	<ul style="list-style-type: none"> - Draft STRIVE paper peer review
Day 9 Tuesday 7/19	<ul style="list-style-type: none"> - Guest speaker: Federal jobs - Climate change “Nourish” discussion - Mock interviews 	<ul style="list-style-type: none"> - Complete interview feedback (in class)
Day 10 Thursday 7/21	<ul style="list-style-type: none"> - Climate change “Rise and Onward” discussion - STRIVE Presentations 	<ul style="list-style-type: none"> - Slides for STRIVE presentation due - Final STRIVE paper (due Friday at midnight)
Congrats! You are done.		

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit

permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

[Slug Help/Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

[On-Campus Emergency Contacts](#)

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.