



RES-ECON 394LI
 Life is Full of Choices: An Integrated Experience Seminar
 Spring 2019

- Class Meeting:** 1 credit
 Section 1: Mon, 9:05-9:55, 608 Goodell
 Section 2: Mon, 10:10-11:00, 608 Goodell
- Professor:** Dr. Angela de Oliveira (Dr. A) 203 Stockbridge Hall
- Office Hours:** Mon 11-12 AM and by appointment
- Contact Information:** Email: adeolive@resecon.umass.edu
 Telephone 413-545-5716
 You can expect me to respond to emails or phone calls within 1 business day
- Prerequisite:** RES-ECON 112 Computing: Foundations to Frontiers

Required Preparation

& Assignments: Work to be completed before class for each week is **available on Moodle**. On the Moodle site you will find:

- Week by Week Modules (down the center)—Preparation & Assignments
- Navigation (down the left side) & Tools (down the right side)

Course Overview:

This 1 credit course, in combination with two of your required upper-level Resource Economics option courses, fulfills the General Education Integrative Experience (IE) requirement for Resource Economics majors:

The ResEc Integrative Experience	
Environmental & Natural Resources Economics Option	Managerial Economics Option
RES-ECON 394LI	RES-ECON 394LI
RES-ECON 471 & 472	RES-ECON 452 & 453

RES-ECON 394LI is designed to provide you with numerous opportunities to reflect on and integrate your learning and experience from the broad exposure in your General Education courses, your courses and concentration in the Resource Economics major, co-curricular activities, and from your work and other experiences.

Our 394LI Learning Goals:

During the semester, you will be doing work under three *Integrative Experience* learning criteria:

Criterion 1: “Students will reflect on and integrate their learning and experience from the broad exposure in their General Education courses and the focus in their major.”

You gain experience in real world problem solving in many of our upper-level courses. However, you may feel blinded by the detail of those courses; you may find it hard to “see the forest for the trees.” Thus, ResEcon 394LI will emphasize a true integration of your general education experiences with a resource economist’s view of problem solving.

You will reflect on your prior educational experiences and on how important that knowledge is to problem solving as a resource economist. You will reflect on your professional and career goals and how your general education experiences and Resource Economics training have furthered the development of these goals. You will learn to refine and present your career goals, as well as learn how to promote yourself as a resource economist. **Related Work:**

Develop Your SBS Pathways Program: You will work on your SBS Pathways Program, and, in particular, on your SBS Professional Portfolio. In this class, you will be working on the portfolio to:

- Reflect on the courses you have taken at UMass to fulfill your General Education and major requirements, as well as on co-curricular activities you have participated in and your work experiences.
- Identify skills you have attained in your courses, co-curricular activities, and work.
- Explore your understanding of careers in Resource Economics and identify careers that are of interest to you.
- Identify the skills needed to succeed in the professional and career paths you have identified.
- Assess your progress toward attaining the required skill set and measure your preparedness for your chosen professional and career paths.
- Plan the remainder of your UMass curriculum so that you attain and/or hone the necessary skills.
- Identify co-curricular activities and opportunities to attain and/or hone the necessary skills.
- Refresh your professional resume, refresh or create your LinkedIn page, and refresh or create your eRecruiting profile.
- Reflect on your UMass education and its role in preparing you for your professional and personal life.

Attend and Participate in Team Mutual Mentoring Activities: This mutual mentoring work will give you practice in integrating your education and experiences. The team activities will help you connect with other students, alumni, employers, and graduate programs, and will help you define and present yourself as a Resource Economist.

- **Active Work:** you will work in teams throughout the semester. These teams will be sounding boards for your individual work and a way to share approaches.

Commented [A1]: This course is another example of a 1-credit course focused on IE criterion 1, that students take in conjunction with a separate course that meets IE criteria 2 and 3.

Commented [A2]: Although the emphasis is on criterion 1, the course loosely addresses the 2 other IE criteria. Below, the syllabus expands upon the IE template language to articulate for students *how* exactly they will achieve the IE objectives, and what assignments and course experiences will contribute to their success.

Commented [A3]: This assignment gives students a structured opportunity to reflect on their broader UMass experiences, including General Education courses, major courses, and even co-curricular activities.

Students integrate these experiences across their Professional Portfolio, drawing connections between broader and more major-focused experiences.

Commented [A4]: The final component of this portfolio asks students to reflect critically on their holistic UMass education to consider how these experiences and opportunities have prepared them for their professional, but also their personal, lives.

- **Careers in Resource Economics:** learn about connecting with alumni, employers, and graduate programs.
- **Presenting Yourself as a Resource Economist:** address the question “What is a Resource Economist” and how to show an employer you would be an asset.
- **Preparation, Communication, and Presentation:** Practice effective preparation, presentation, and communication of skills and interests during an interview, and how to follow up.

Criterion 2: "Students will *practice* General Education learning objectives at a more advanced level."

Throughout the course you will be engaged in practicing General Education learning objectives at a more advanced level through developing your skills in writing and communicating. Related Work:

- **Interdisciplinary approach to analysis:** Resource Economists draw on knowledge and analytical techniques from multiple disciplines to address questions in our areas. Reflecting on one’s own breadth of knowledge allows the Resource Economist to better see the full extent of a problem and find, with others, alternative solutions.
- **Creative, analytical, quantitative, and critical thinking:** You will be asked to draw on your body of knowledge and strengths to define how the experience and skills from your general education are valuable to problem solving, and you will share your experiences with colleagues. You will also identify experiences from your advanced Resource Economics training that are important to problem solving.
- **Pluralistic perspective taking:** Self-reflection and mutual mentoring work will be central to this course. You and your teammates will work in different settings to develop this awareness and enhance your movement from self to member of society.
- **Working/communicating effectively, cooperatively, and persuasively:** This course is an active learning environment. You will interact with colleagues and develop effective and persuasive communication in situations of presenting yourself as a resource economist.
- **Understanding and evaluating consequences and implications of actions:** Resource Economics’ motto is “Life is Full of Choices.” This is the true essence of the study and the practice of resource economics. Resource Economists make decisions by weighing benefits and costs. You will have the opportunity to practice this view of analysis and see it all come together.

Criterion 3: "A *shared learning experience* for *applying* students' prior learning to new situations, challenging questions, and *real-world problems*."

You will practice your critical thinking, research, and analytical skills in individual and mutual mentoring work during the course of the semester. You will reflect on how your general education experiences allow you to identify and perceive problems, then further integrate and synthesize your general education training with your Resource Economics training to identify analytical strategies to address problems.

Course Work:

Meeting Date	WEEK	TOPICS—Individual & Team Work	Points=100
January 28	1	<i>Introduction:</i> ResEc Integrated Experience & the SBS Pathways Program	--
February 4	2	<i>Professional Development Workshop:</i> Resume Update & Elevator Speech Individual Prep (Updated Resume) Individual Prep (Elevator Speech) Team Mutual Mentoring in Class	10 6 2
February 11	3	<i>Professional Development Workshop:</i> Company Research & Practice Career Fair in Class Individual Prep (Research on Companies/Institutions of Interest) Active in Mutual Mentoring - Practice Career Fair in class <i>After Class:</i> Attend (REQUIRED) UMass Career Blast, Wed, Feb 13, 10:00 am-3:00 pm, Campus Center Business Formal Individual Work (Post to For <u>After</u> You Attend the Fair)	8 2 6
February 19	4	UMass Monday – No Office Hours <i>Integrating Your Experience:</i> ways Inventory Individual Prep (Create and P Team Mutual	8 2
February 25	5	<i>Professional Development Workshop:</i> Internship & Job Search Strategies – Handshake & Resources Individual Prep (Work in Handshake & Report on Search Strategies) Individual Prep (Establish Professional Email Signature) Team Mutual Mentoring in Class	8 2 2
March 4	6	<i>Professional Development Workshop:</i> Interview Skills & Follow-Up Active Participation Team Mutual Mentoring in Class	2
March 18	7	<i>Professional Development Workshop:</i> LinkedIn & Networking Individual Prep (LinkedIn Profile) Team Mutual Mentoring in Class	12 2
March 25	8	<i>Professional Development Workshop:</i> Alumni Panel Active Participation in Workshop	2
April 1	9	<i>Professional Development Workshop:</i> Presenting Yourself – Public Speaking tips Active Participation in Workshop	2
April 8 & 17	10	<i>Integrating Your Experience:</i> Presentation of Yourself, Including Elevator Speech Business Formal—Your presentation is captured and shared with you and the class on video through Moodle. Presentations the weeks of April 8 th and 17 th . Make Appointment by Doodle Poll Distributed by Dr. A	20
April 22	12	<i>Professional Development Workshop:</i> What About Graduate School? Active Participation in Workshop	2

April 29	13	<u>Integrating Your Experience</u> : The Integrative Experience & SBS Pathways Going Forward Team Mutual Mentoring	2
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Minimum Grade Guarantee: Your grade will be determined based on the above items. To allow you to check your grade to date, I will use the following minimum grade cutoff points based on your total points: A = 94, A- = 90, B+ = 87, B = 83 B- = 80, C+ = 77, C = 73, C- = 70, D+ = 65, D = 60 and F < 60.

- Work must be submitted on time to receive full credit.
- Active Participation in this class is required and makes up part of your final grade. Excused absences due to extenuating circumstances (e.g., health, religious, or family matters) will be considered on a case by case basis.

Being Here & Being a Light in the Room: In this course, you are further developing your professional demeanor and habits. A professional demeanor includes:

- Being on time, every time.
- Being an attentive and active participant (being in the room but not present is inadequate).
- Being prepared to participate and lead in meaningful, constructive ways; being the person who people remember as making a real contribution.

Business Formal: During the semester you will have occasions to wear your business formal attire. Plan ahead to have your clothes here and ready to go.

Academic Honesty: Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Accommodation Statement: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.