



**RES-ECON 394LI**

Life is Full of Choices:  
An Integrated Experience Seminar  
Fall 2019

- Class Meeting:** 1 credit  
 Section 1: Wed, 9:05-9:55am, 608 Goodell  
 Section 2: Wed, 10:10-11:00am, 608 Goodell  
 Section 3: Mon, 9:05-9:55am, 608 Goodell  
 Section 4: Mon, 10:10-11:00am, 608 Goodell
- Professor:** Colby Gray, 217B Stockbridge Hall
- Office Hours:** Mon 11:00am-12pm, Wed 11am-12pm, by appointment
- Contact Information:** Email: [c.gray@umass.edu](mailto:c.gray@umass.edu)  
 You can expect me to respond to emails within 1 business day.
- Prerequisite:** RES-ECON 112 Computing: Foundations to Frontiers, Junior standing.
- Assignments:** Readings and assignments are due before class each week.  
 All assignments will be available in Moodle.

**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 from your General Education courses, Resource Economics concentration, co-curricular activities, employment and other poignant experiences.

**Course Objectives & 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, it can be challenging to see how this learning comes together; making it hard to “see the forest for the trees.” Res Econ 394LI will emphasize a true integration of your gen. ed. 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 <sup>LEP</sup>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 <sup>LEP</sup>skills.
- Identify co-curricular activities and opportunities to attain and/or hone the necessary skills.
- Refresh or create your professional resume, LinkedIn page, and 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.
- **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, persuasive communication as you present 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 gen. ed. training with your Resource Economics training to identify analytical strategies to address problems.

**Course Expectations:**

<b>Class #</b>	<b>Sect. 1 &amp; 2 (Wed.)</b>	<b>Sect. 3 &amp; 4 (Mon.)</b>	<b>Topics &amp; Assignments</b>	<b>Points = 100</b>
1	Sept 4	Sept 9	<b>Course Introduction</b> <i>The ResEc integrated experience, SBS Pathways, and making this course work for you.</i> <u>Assignments:</u> In-class "Pre-assessment"	1
2	Sept 11	Sept 16	<b>Marketing Yourself</b> <i>An interactive session on marketing your skills and experiences.</i> <u>Assignments:</u> Moodle readings Resume Elevator Speech Research one employer you find interesting and submit ½ page bulleted summary In-class quiz In-class team mentoring	10 5 2 1 2
3	Sept 18	Sept 23	<b>Interviewing Part 1</b> <i>Career fair preparation and interviewing basics.</i> <u>Assignments:</u> Moodle readings Handshake profile Comment on 5 employer summaries In-class quiz In-class team mentoring	1 1 1 2
4	Sept 25	Sept 30	<b>Interviewing Part 2</b> <i>Beyond the basics of interviewing.</i> <u>Assignments:</u> Moodle readings Attend 1 Career Fair and post to Moodle ISOM 9/25 or Tech Fair 9/26 In-Class quiz In-Class team mentoring	5 1 2

<b>Class #</b>	<b>Sect. 1 &amp; 2 (Wed.)</b>	<b>Sect. 3 &amp; 4 (Mon.)</b>	<b>Topics &amp; Assignments</b>	<b>Points = 100</b>
5	Oct 2	Oct 7	<b>Networking, Internships &amp; Graduate School</b> <i>Making meaningful connections and exploring your options.</i> <u>Assignments:</u> Moodle readings LinkedIn Profile In-class quiz In-class team mentoring	3 1 2
6	Oct 9	Oct 15 (Tues.)	<b>Road Blocks</b> <i>Examining and overcoming challenges related to your career development.</i> <u>Assignments:</u> Moodle readings In-class quiz In-class team mentoring	1 2
7	Oct 16	October 21	<b>Make the Journey Your Own</b> <i>Staying true to who you are along the way.</i> <u>Assignments:</u> Moodle readings UMass Amherst Alumni Advisors outreach Mentor outreach Personality quiz In-class quiz In-class team mentoring	5 2 2 1 2
8	Oct 23	Oct 28	<b>SBS Pathways</b> <i>Making the most of your remaining time at UMass Amherst.</i> <u>Assignments:</u> Moodle readings Create and post pathways inventory In-class quiz In-class team mentoring	4 1 2
9	Oct 30	Nov 4	<b>Public Speaking</b> <i>Practicing skills to land the job and feel confident after.</i> <u>Assignments:</u> Moodle readings Job specific cover letter In-class quiz In-class team mentoring	5 1 2
10	Nov 6	Nov 13 (Wed.)	<b>Job Searching</b> <i>Using data to get where you want to go.</i> <u>Assignments:</u> Moodle readings In-class quiz In-class team mentoring	1 2
11	Nov 20	Nov 18	<b>Presentations</b> <i>Final presentations</i> <u>Assignments:</u> Final presentation/video interview <i>Due in Moodle 24 hours before class.</i> In-class team mentoring	15 2
12	Dec 4	Dec 2	<b>Presentations</b> <i>Final presentations</i> <u>Assignments:</u> In-class team mentoring	2

<b>Class #</b>	<b>Sect. 1 &amp; 2 (Wed.)</b>	<b>Sect. 3 &amp; 4 (Mon.)</b>	<b>Topics &amp; Assignments</b>	<b>Points = 100</b>
13	Dec 11	Dec 9	<b>Integrating Your Experience</b> <i>Self-reflections and course evaluations</i> <b>Assignments:</b> Personal action plan In-class post-assessment & reflection In-class team mentoring	   3 3 2

**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.

- There is no final exam or assignment for this course.
- 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, not just present
- Being prepared to participate and lead in meaningful, constructive ways
- Being someone others remember for making a real contribution
- Being compassionate with yourself and where you are at in the process
- Using this time to challenge yourself to develop further

**Important Policies & Resources:**

Please review [UMass Amherst Academic Honesty Guide for Students](#) for your responsibilities and expectations as a UMass Amherst student.

The University is committed to making reasonable, effective and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a documented disability on file with Disability Services ([www.umass.edu/disability](http://www.umass.edu/disability)), you may be eligible for reasonable accommodations in this course. If your disability requires an accommodation, please notify me as early as possible in the course so that we may make arrangements in a timely manner.

Your success in this class is important to me. We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of campus resources available to you, including:

- Center for Counseling and Psychological Health ([www.umass.edu/counseling/](http://www.umass.edu/counseling/))
- Center for Multi-Cultural Advancement ([www.umass.edu/cmss/](http://www.umass.edu/cmss/))
- Dean of Students Office ([www.umass.edu/dean\\_students/](http://www.umass.edu/dean_students/))
- English as a Second Language (ESL) Program ([www.umass.edu/esl](http://www.umass.edu/esl))
- Learning Resource Center ([www.umass.edu/lrc](http://www.umass.edu/lrc))
- Writing Center ([www.umass.edu/writingcenter](http://www.umass.edu/writingcenter))
- In the event of an emergency, please contact the UMass Amherst Police Department at 413-545-3111.