



Environment Corps

This document is from the library of materials assembled for the [E-Corps Online Handbook](#), a section of the [Environment Corps](#) website intended to assist faculty interested in adapting the program model to their own areas of interest and expertise.

Climate Corps Practicum Semester Syllabus (Spring 2023)

**UConn Climate Corps Independent Study:
EVST 3999-003, ENVS-3999-001
Spring Semester 2023
Syllabus**

Course and Instructor Information

Instructors:

Juliana Barrett, PhD

juliana.barrett@uconn.edu

Cell Phone: 860 208-3176

Zbigniew Grabowski, PhD

zbigniew.grabowski@uconn.edu

Phone: 860 345-5225

Virtual Office Hours for Instructors: By appointment

Barrett and Grabowski are available via email and happy to set up office hours

Number of Credits: 3 credits

Meeting Time/Location

Tuesday 1:00 – 2:00pm Young Bldg Rm 138

or

Tuesday 3:30 – 4:30pm Young Bldg Rm 128

Course Description: Climate change is impacting every aspect of the world around us from rising seas to changing precipitation patterns. In this independent study students will apply materials learned in the Fall 2023 course: “Climate Resilience and Adaptation: Municipal Policy and Planning” to help Connecticut and New York communities move forward on various aspects of climate adaptation.

Learning Objectives (depending on project type):

- Analyze and assess climate change impacts at a municipal or local scale.
- Understand climate policy and programs at the federal, state and local levels.
- Analyze and assess the relationship of land use to environmental health, and the land use decision making process in the region and the state, as needed for project.
- Conduct a vulnerability assessment to climate change impacts as needed. This will include the use of maps, imagery, and land use information.
- Analyze climate related problems at the local level from interdisciplinary perspectives.
- Develop adaptation solutions and outreach materials at the local scale.

Course Requirements

Meeting Times will be Tuesdays at *either* 1:00-2:00 pm; 3:30-4:30 pm. Each Climate Corps student will meet once per week with Barrett and Grabowski at one of the times listed.

Additional meetings or discussions may be set up as needed.

Weekly meetings with instructors will focus on assisting with student progress towards responsibilities, deliverables and learning objectives. Email will be used as needed.

Deliverables

While final projects will be different depending on the project type, deliverables will include:

1. A formative assessment of climate adaptation needs and priorities. Students will reflect on their current knowledge and skills with regards to climate adaptation initiatives in CT and beyond by writing a short (1 page min -2 page max - double spaced) essay on 1) major climate change related challenges and their societal implications, 2) what skills you currently have in addressing at least one of these challenges, 3) what skills and knowledge you would like to gain to be a more effective climate resilience professional.

Due January 24, 2023

2. Scope of Work for project (minimum 1.5 pages double spaced) **Due by January 31, 2023.** Scope of Work should include overall project goal, steps that will be taken to achieve this goal with dates for accomplishment, and deliverables. For projects with multiple team members, one Scope of Work per team should be submitted and should include the role and responsibilities of each team member as well as how the project will be integrated together. Grades will be determined individually; **this is not a group project grade.**

- In order to develop a Scope of Work, students will arrange a time to talk with their community partner during the first two weeks of the semester. This discussion can be via phone or video conferencing. This is an opportunity to discuss the project in depth with the community partner, determine what is feasible over the course of a semester, and determine planned deliverables. The deliverables in the Scope of Work may change over the course of the semester but the Scope of Work should be used as a guide for what the goals and accomplishments of the project will be.
- At least one site visit should be planned and should include an in-person meeting with the community partner, if possible. If students do not have transportation, J. Barrett will provide transportation. Contact her to arrange the site visit time.

3. Progress report will be used as a mid-term grade. **Due by March 10, 2023.** Report will depend on project type but will include research and analyses to date, drafts of reports or outreach materials. For projects with multiple teams, each team member should submit a progress report. Progress report material should correspond to what is outlined in the Scope of Work.

Students may provide draft text/products to the instructors at any time for feedback.

4. Final Report; final reports may take very different forms depending on the project. Students should indicate in the scope of work what their final project will be (e.g. website information, written report, maps, brochure, etc). Final report should include all references used in analyses and research. **Due by April 28, 2023.** Team projects should integrate team members' work in the final report.
5. Final presentation of project with community partner(s). This will be an online meeting and may take different forms depending on the project such as a discussion or a

powerpoint presentation. A date for this final presentation should be set up by mid-semester. If community partner is not available for presentation, it will be given to Climate Corps faculty. **Due by May 5, 2023.**

6. Write a reflection (2 pages double spaced) on your experience in working on a climate adaptation project including but not limited to, goal of your project, challenges you faced, best part of the project, if the course contributed to the goals you identified for yourself in your initial course reflection and if those goals shifted over the course of the semester. Each student will write a reflection even if working as part of a team. Reflections may be posted on UConn CLEAR's, Connecticut Sea Grant's and/or UConn Extension's websites. Please include a photo of yourself in the blog. **Due by Friday April 28, 2023.**

Grading of final projects will be based on analysis (if needed for project) such as vulnerability assessment to climate change impacts, findings, potential solutions or actions, and thoroughness of online research into similar projects and background research and information.

Student Evaluation

Formative Assessment	5%
Scope of Work	10%
Mid-term Report	15%
Final Report	50%
Reflection	10%
Final Presentation	10%

Grading for this Independent Study

≥ 92%	A
89 – 91.9	A-
86 – 88.9	B+
82 – 86.9	B
79 – 81.9	B-
76 – 78.9	C+
72 – 75.9	C
69 – 71.9	C-
66 – 68.9	D+
62 – 65.9	D
59 – 61.9	D-
≤ 59	F

Syllabus is subject to change

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code:

ACADEMIC INTEGRITY

This class assumes that all participants are doing the assignments with integrity. UConn has a policy prohibiting academic misconduct which states: *“Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism)”*

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. “I didn’t know” is not an excuse. One of the most common problems in undergraduate classes is plagiarism, which occurs when a student copies, without proper citation intentionally or unintentionally, the ideas or words of another. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Plagiarism and other acts of academic dishonesty defeat the purpose of the educational process and shortchange everyone involved. Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. In this class, if you plagiarize, commit or attempt to commit another act of academic dishonesty, you will receive a failing grade for the assignment, risk having your actions reported to the Academic Misconduct Hearing Board, and possibly fail the course. When in doubt, ask a librarian, a writing expert, a graduate student, someone at the Writing Center, or a professor.

If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)

- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The university is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.