

<p>FTS 100-155</p> <p>Minnesota: Land of 10,000 Lakes</p> <p>Meeting Times: TR 12:30 – 2:20 Confer 128</p>	<p>Jeff Jeremiason Director of Environmental Studies Associate Professor of Chemistry Nobel Hall 206C jjeremia@gustavus.edu x6235 or 507-382-7802 (cell) Office hours: Tuesday, Thursday 9-10, after class, or by appt</p>
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Required Books: *Beyond Walden: The Hidden History of America's Kettle Lakes and Ponds*, Robert Thorson (Walker, 2009);

Beneath the Surface: A Natural History of a Fisherman's Lake, Bruce M. Carlson (MN Historical Society Press, 2007);

Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can Do about It, Anna Lappe (Bloomsbury Publishing, 2010).

The Everyday Writer, A. Lunsford, 4th edition (Bedford/St. Martin's, 2009)

Course Description: This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills, through an investigation of issues related to Minnesota's 10,000 lakes. Minnesota is best known for the multitude of lakes within its borders. Competing uses, degraded water quality, and different expectations for lake water quality have often led to contentious disagreements. Through the use of multiple case studies and readings, this course will introduce students to water quality problems and controversies related to Minnesota's lakes. Students will investigate how water quality parameters vary naturally within the state, study the most prevalent water quality issues, and discuss approaches to protect water quality in Minnesota. The class will include multiple trips to area lakes as well as sample collection, analysis, and evaluation of data.

Course Goals: Using the topic of Minnesota lakes, this First-Term Seminar (FTS) will introduce first-year students to a liberal arts education at Gustavus. Primary goals of FTS are to develop your skills in *critical thinking, writing, and oral communication*. The First-Term Seminar plays a crucial role in Gustavus Adolphus College's mission "to help its students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society." FTS promotes both an empathetic examination of the values of others and the development and articulation of one's own values as part of a liberal arts education that encourages responsible use of knowledge. Indeed, a focus on values permeates the FTS Program, shaping the Program's goals in writing, oral communication, critical thinking, and advising.

This FTS is one of your required **WRITI** (writing intensive) courses. In this class you will write both formally and informally. In some of the formal writing assignments you will produce multiple drafts incorporating the comments of peers and professor when you revise. The designated writing tutor for this class is Hasanga Samaraweera (Hassie), a political science major and pre-med student. Hassie will be available in the Writing Center at specific times for our class and you will be required to schedule a meeting with him.

Course Policies and Evaluation

1. **Class Meetings and Reading Assignments:** The class will meet TR from 12:30-2:20 for lecture, discussion, laboratories, student presentations, field trips, and campus visits. Students are expected to have read the assigned materials **before** coming to class. See the reference to Reading Journals below.
2. **Attendance:** Regular attendance at all classes is expected. Missing more than 2 classes will negatively impact your grade at the instructor's discretion. Students are responsible for informing themselves of all announcements and assignments made in the classroom. Arrive at class on time - excessive tardiness may be reflected by a reduction of your course participation grade.
3. **Homework:** Problem solving exercises will be assigned throughout the semester, some may occur during class. Problems will be graded and returned to the student. Each student will submit their own assignment, but you may discuss problems with each other. Late homework will be accepted at the discretion of the instructor with some loss of points.
4. **Group Activities:** Frequently in class, students will work together, in assigned groups of 2-4 members, to cooperatively solve problems, evaluate case studies, or discuss assigned readings. A group report may be submitted at the end of class with all group members receiving the same grade. There will be no make-up for group problems missed due to absence.
5. **Labs and Projects:** Periodically students will work in groups to perform lab experiments or work on other projects. A report will be turned in by the group and in some cases the group will present their work to the entire class.
6. **Participation:** Your participation is an integral part of this class. Participation includes attending class (on time), participating in discussions, participating in in-class group activities, attending campus events (see later), and your reading journal.
7. **Reading Journal:** The reading journal will also serve as a lab and field observation book. *Please use a separate notebook or lab book as your reading journal.* It is essential that you complete the assigned readings *before* coming to class. To encourage this, you will be keeping a reading journal for this class. This reading journal will be initialed by the instructor at the beginning of class periods where there is a reading assignment. Roughly twice per semester, the instructor will collect the reading journals and assign a grade for the journals; this grade will be primarily based on acceptable completion of the following information:
 - Date and reading assignment.
 - List about three main points the author wishes to make.
 - List at least one or two interesting "side trails" that could be explored or questions that you have about the reading.
 - List some connections between this material and previous readings, classroom discussions or personal experiences.
 - Briefly assess how well the author backs up the key points. When appropriate, give at least one example of strong evidence, or conversely at least one example of a claim grounded primarily in the author's values and beliefs.

- This preparatory work will be valuable in developing habits for advanced preparation for all of your course work.
8. **Quizzes:** There will be short reading quizzes roughly every few weeks.
 9. **Computer Usage and Electronic Mail:** This class has a Moodle site that you all have access to. Most class information and assignments can be found on Moodle and we may use Moodle for some class discussions. All students are required to use their campus e-mail address in correspondence with me and to check their campus account regularly as important announcements may come via e-mail. You are welcome to contact me via e-mail; I will respond as soon as I can, but for urgent matters I encourage you to stop by my office or call.
 10. **Classroom Respect:** In this course, as well as in all other courses that you take at Gustavus, it is essential that you treat others in the course with respect. As a discussion course, the general atmosphere of the course will be less formal than many lecture-style courses that you may be taking. Obey the golden rule: treat others as you would like to be treated. A few general rules for maintaining a respectful classroom:
 - Arrive to class on time, preferably a few minutes early. Wait until class is over to leave. Don't walk out midway through class or be loading up your backpack to leave before we are done with class. If you must leave during class, please let your instructor know in advance.
 - Respect the opinions of others. No personal attacks, slurs, derogatory remarks, etc. are tolerated in or outside of the classroom. Do not raise your voice or interrupt others during a discussion.
 - Personal statements made during class, stay with this class (no saying to others "you will never guess what so-and-so said"). Of course, I hope you discuss classroom topics outside of class.
 - Drinking water and soft-drinks in class is acceptable, but eating in class is generally not allowed. Use disposable containers at your own risk.
 - The use of cell phones, ipods, or other electronic communication devices is not allowed during class time. These devices should be set to a silent mode so that they will not interrupt the class.
 11. **Incompletes:** A grade of incomplete will be given only for work not completed due to circumstances beyond the control of the student.
 12. **Disability Services:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure 'reasonable accommodation' and non-discrimination for students with disabilities in higher education. A student who has a physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student's ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center (x6286), who will review the concerns and decide with the student what accommodations are necessary." Disability Services Coordinator Laurie Bickett (lbickett@gustavus.edu or x6286) can provide further information.
 13. **Academic Honesty:** The instructor is bound to abide by the College's Honesty Policy and therefore must report all incidents of academic dishonesty (cheating, copying, etc.) to the Provost's Office. In the spring of 2003, the College adopted an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide.

All students will be required to abide by the policy and write the following honor code on every examination and graded assignment:

"On my honor, I pledge that I have not given, received, nor tolerated others' use of unauthorized aid in completing this work."

Not all components of this course are subject to the Honor Code. The instructor will clearly identify to which items the Code applies. But the student is responsible for requesting clarification if necessary. If a student is found in violation of the academic honesty policy, the first offense results in a grade of zero on the exam or assignment in question, a second offense results in failing the class. Some serious offenses could result in immediate failure of the class.

14. **Evaluation:**

Research Paper	20%	A	94 - 100	C+	77 - 80
Short papers	30%	A-	90 - 94	C	73 - 77
RJ, labs, quizzes	25%	B+	87 - 90	C-	70 - 73
Participation	25%	B	83 - 87	D+	67 - 70
		B-	80 - 83	D	60 - 67
				F	< 60

15. **Writing Assignments:**

Below are brief descriptions of a bibliography assignment and three short paper assignments. Other in class writing assignments may also be assigned. Missed deadlines for drafts result in grade reductions at my discretion. A general paper grading guideline can be found on Moodle. Further details, if needed, will be provided on the course Moodle site. Short Papers: These papers will all be –

- 1000-2000 words in length
- one inch margins, double-spaced, Times New Roman 12 pt font
- Double-sided printing
- Fully proofread for spelling, grammar, and style errors

Some students will give a presentation on each short paper. Due to time constraints, not all students will present each of their short papers.

Short Paper #1: Minnesota Lakes

What is the value of a lake? What problems do lakes in Minnesota face? How should lakes be used, managed and protected? Write an organized, concise essay on these questions. This essay will mainly be graded on organization, depth of critical thinking, and strength of arguments. Please read the section on critical thinking and argument in your *Everyday Writer*. Draft is due Sept 16 or earlier and final paper is due on Sept 23.

Bibliography Assignment #1:

In this assignment you will research the work of one of the Nobel Conference speakers, create a properly formatted bibliography of their work (APA style –read in your *Everyday Writer* about APA style), and physically find or obtain two examples of their work. You must cite at least 20 articles, books, or web sites. If your chosen speaker does not have this many publications, you may cite articles related to the speaker’s expertise. Finally, you are required to provide a link to a popular newspaper or magazine article related to their work for the class to potentially read and discuss. Ideally, this popular news article would discuss a scientific journal article or book by your chosen speaker, but this may not be possible in all cases.

The class will visit the library on September 23 to learn about finding sources and using the library. The bibliography will be due on September 30. Roughly half of the class will make a five minute powerpoint presentation on September 30.

Short Paper #2: Visit to a lake

In this assignment you will visit a lake and answer the following questions in an essay:

- What are the primary uses of this lake?
- What could be done to improve this lake?
- Would you choose to live on this lake?

It would be best to actually visit a lake, but if you are very familiar with a particular lake that would be fine, too. A peer review of the first draft of this paper will be due on October 21. Roughly half of the class will make 5-minute presentations on November 2 with final papers due that day. Remember to bring a camera with you for your lake visit.

Short Paper #3. Lake Development Case Study.

A lake north of Brainerd, whose entire shoreline has been owned by a private family, is facing potential development. The lake is about 500 acres in size and has a maximum depth of about 50 feet. The undeveloped shoreline and littoral area provides ideal spawning areas and habitat for a multitude of game fish species, particularly largemouth bass and walleye. The lake and surrounding wetlands have been used since the early 1900s by the family for hunting, fishing, and canoeing. The most recent family generation, not being as interested in hunting and fishing, has

decided to subdivide the land for lake shore development in the heart of Minnesota lake country. However, there is no immediate road access to the lake, and in order to gain lake access, the family would like to secure an easement to build a road through land that YOU own. The family has always allowed you to use their land and lake for recreation, and is willing to negotiate terms for the easement. If you don't give them an easement, they can likely get one from somebody else on a different side of the lake. What will you do and why?

Be sure to use your *Everyday Writer* for tips on writing an argumentative paper. The paper will be graded mainly on the format and organization of the paper, how you present your arguments and how you substantiate them.

16. **Research Paper:**

This paper will be 5000-7000 words in length and can be on any pollutant or management issue impacting lakes or a specific lake in Minnesota. Further detailed instructions and examples of topics can be found on Moodle. Important due dates are as follows: choose a topic and draft a specific research question – September 23, annotated bibliography due on October 19, outline of your paper is due on November 4, a draft of the paper is due on December 2, peer reviews are due on Dec 9, and the final paper must be turned into my office on or before the scheduled final exam time for this class, Dec 16. Missed deadlines result in grade reductions at my discretion.

17. **Getting Acquainted With Campus Life:**

Over the semester you should attend at least one event in each of the following categories. I have listed a couple events under each category to give you examples. Follow the college calendar for more specific events. Attend the event, take notes (if you choose), and write a one paragraph summary/response to the event. Try to do most of these towards the beginning of the semester. Event summaries can be turned in at any time (e-mail is fine).

1. Nobel Conference – everyone is required to attend at least three of the lectures
2. Public Lectures – watch the college calendar and I will also try to make announcements in class. Here are a couple appropriate examples from the first week:
 - a. Jamie Ford, author of this year's Reading in Common book, *Hotel on the Corner of Bitter and Sweet*, will speak at 7 p.m. in Alumni Hall on Tuesday, Sept. 14.
 - b. Ford Runge: "Rivers of Gold: Where Does Corn Flow and Does it Make Sense?"
Wallenberg Auditorium
3. Theater and Dance Performances
 - a. Shakespeare's R&J (<http://gustavus.edu/academics/theatre-dance/season.php>)
4. Musical Performances
 - a. many (<http://gustavus.edu/academics/music/events.php>)
5. Student-led Group Meeting (Habitat for Humanity, Gustavus Greens, College Republicans, College Democrats, Queers and Allies, etc. (<https://gustavus.edu/sao/organize/>))
6. Sporting Event (<http://gustavus.edu/athletics/>)