

REWM 4530 / ENR 3900 – Water Resources Seminar
Mondays 12:00PM–12:50PM
Agriculture 4041

Instructor: Dr. Scott N. Miller
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Office Hours: Tuesday 12:30–2; Wednesday 11–1; or by appointment

Description: This course is a survey of topical issues in water resources and associated resource management. We will investigate a range of subjects, most of which are “hot topics” either in the scientific or political arena. Water resources are critical to economic stability, human health, and the environment. Conflict can arise in the management of these resources, especially if they are or become scarce and competing interests are present. Through a review of the scientific literature and popular press we will navigate through several of these national and international issues.

- Objectives:**
1. Enhance critical thinking skills in scientific interpretation and investigation
 2. Enhance oral communication and research skills.
 3. Improve understanding of scientific and policy-related issues in water resources.
 4. Develop an appreciation for the complex and multidisciplinary nature of water resources issues.

Prerequisites: REWM 2000 / ENR 3000 or instructor consent

Grading:	Weekly quizzes:	15%
	Class participation:	40%
	Oral Presentation and Discussion Leadership	45%

Course Organization and Assignments

The class is subdivided into seven topical areas. We have 14 class periods for the Fall semester, and most topics will be covered over a 2-week block. The first week will serve as an introduction to the subject matter; either myself or an invited speaker will

provide an overview of the topic and scientific/policy background. The 2nd week of the topic block will be dedicated to a classroom presentation & discussion by a team of students from the seminar. In this section you and your team members will be expected to perform the following tasks:

1. Identify and distribute a minimum of (a) 1 accessible and recent (*post 2000*) scientific journals, (b) 2 relevant articles from the popular press (newspaper or magazine). These should be vetted with the professor two weeks in advance of your presentation and then made available to all students a week in advance.
2. Create and administer a 4 question quiz related to the advance readings (*expected time to complete the quiz: 5–7 minutes*). The quiz should be easily answered by someone who did the readings, but not by someone who did not.
3. Deliver a short (20 minutes maximum) synopsis of the readings.
4. Facilitate a class discussion on the readings (15– 20 minutes).

Since we have a large group of students currently enrolled in the class, the teams will be composed of multiple students. Please note that members of the team will be evaluating other team member's contributions to the group, so cooperation and participation is critical!

Course Schedule – to be determined by group discussion on August 29 and then distributed immediately after.

Student Support

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766–6189, TTY: 766–3073

Student Code of Conduct

1. Students should exhibit respectful classroom values and behavior by:
 - engaging in appropriate communication, interaction and preparedness
 - demonstrating trust, respect and civility
 - approaching course content as important and necessary

- meeting all deadlines for assignments and team member obligations
 - turning off cell phones in class
 - avoiding unnecessary talking
 - not reading outside material or doing other work during class
2. Students should contribute to a positive learning environment by:
- arriving, attending and departing class in a respectful manner
 - taking responsibility for team and individual assignments
 - developing cooperative relationships with other students and faculty
3. Students should support a professional learning environment by:
- avoiding inappropriate language
 - refraining from unrealistic expectations in dealing with administration, faculty and staff
 - communicating with the instructor if changes could be made to improve the learning environment
4. Students must uphold the academic integrity standards expected by the University of Wyoming. Academic integrity is conceptualized as doing and taking responsibility for one's own work. This includes individual assignments and the assumption of responsibility for work that is turned in as the "work product" of a team. Each team member is equally responsible for the work presented as the output of that team's effort. Each team member must carefully collaborate and have jointly participated in the final output. The University of Wyoming's definition of Academic Dishonesty referenced in the Student Code of Conduct: "An act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting the misrepresentation." These acts include, but are not limited to: "Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source. See University of Wyoming Regulation 802. A good rule of thumb is to never use more than five consecutive words from a source without providing a citation. Student work may be evaluated for plagiarism using anti-plagiarism software if the instructor suspects academic dishonesty