

READ ME! YES, READ ME NOW!

This will probably be like nothing you have experienced in school before. It might be like nothing you will experience in school again. It will be fun and difficult; eye-opening and frustrating; time-consuming and rewarding. You will get hot, cold, wet, muddy, and bug-bitten. You will leave many class periods smelling like campfire smoke. You might get poison ivy early on, but by the end of the semester you will know how to avoid it. Your participation—your *full* engagement—is required, and it will play a big role in your final grade.

In Sentinels, we are introducing you to what we call “experiential wilderness skills and awareness training.” This type of skill development will help you learn things that are difficult to learn in a conventional classroom—things like attachment to natural areas and motor skills necessary to thrive there. We focus on three different knowledge domains: cognitive (intellectual thinking), affective (emotional feeling), and kinesthetic (physical doing). Ultimately, you can’t truly know the environment if you are only trained to *think* about the environment.

Your comfort and safety in this course is your responsibility, and for a field course this requires some planning and dedication on your part. We will provide advice on how to work comfortably and effectively throughout the semester. If you prepare to take full advantage of these challenges, you will be rewarded. After completing this course, you might never see your environment in the same way again.

Learning Goals: Upon completing Environmental Sentinels, you will have:

- (1) Habits of awareness and observation skills that can be used to build local environmental knowledge wherever you may go in life.
- (2) Skills for interpreting the observations you make in your academic, professional, and day-to-day life.
- (3) Skills for packaging and presenting the interpretations of your experience as a coherent, relevant, and interesting story.
- (4) A broadened and deepened sense of attachment to your local environment, which can be used to practice a more active engagement with your local environment and community.

Contacting Instructors:

Please come see us often! You are not bothering us – working with you is our job! E-mail is the best way to contact us. If we ask you to come see one of us about any of your work, please do so promptly. This will show us that you care, help you manage your work load, promote success in your assignments, and ultimately factor into your participation grade. We all welcome you to voice any questions or concerns you might have about the course. We enjoy interacting with you outside the classroom, and we want you to succeed.

Jason Hamilton (TA coordinator)
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Required Materials:

Please remember that this is not a wilderness adventure course, but we will be learning outside for extended periods of time in all sorts of conditions. In this educational environment, you will need different items than those of the typical classroom. Remember, if you are uncomfortable while outside, then you are probably doing something wrong!

Personal medical equipment and/or supplies (e.g. inhalers, Epi-Pens, Benadryl, Medic-Alert documentation, etc.).

Small hand-held mirror (a small price to pay to avoid a lifetime of disability!)

Bound laboratory/field notebook (The standard B/W marble-covered works fine and you can get one at the bookstore.)

Writing tools (Roller-ball and gel-ink pens don't work in the rain; pencils or pens with water-proof ink are best.)

Backpacking-grade water bottle (NOT a little dinky one! You must bring at least 1 liter (32 oz) to class every time! **Yes, really.**)

Camp mug (This is not the same as your water bottle. You will need a wide-mouth hot liquid container. i.e. a MUG.)

Sturdy footwear (And we don't mean flip-flops! Something like hiking or work boots, trail running shoes, etc. Muck boots, or some equivalent, are very effective.)

Rain Gear (You must have a truly water-proof top layer. This doesn't need to be fancy, fashionable, or high-performance (in fact, it's better if it isn't); it just has to work.)

Warm clothing (e.g. long underwear, durable pants, sweater, etc.)

Winter gear (Later in the semester stuff that you'd never guess you might need at college (e.g. snow boots, snow pants, scarves, heavy-duty gloves or mittens, facemasks, furry ear-flap hats, etc.)

Camera (The camera on your phone is perfect. If you don't have a camera phone, an inexpensive digital camera is great. Please let us know if this is a problem for you.)

Optional

Snacks - for a half day in the field

Umbrella – not for class, but might be useful for some homework assignments

Headlamp – you never know

As with any lab or field course, you must dress appropriately to promote your safety, the safety of others, your productivity, and the general group dynamic. If we believe that your attire or attitude is unsatisfactory we will ask you to leave class until you are prepared.

Required Texts:

You will be instructed to bring one or more of these to each class period.

Harlow, W.M. 1957. *Trees of the Eastern and Central United States and Canada*. Dover.

Wessels, T. 1999. *Reading the Forested Landscape*. The Countryman Press.

Work Schedule:

This is a 4-credit course. According to the formula outlined in the Ithaca College Course Catalog, you will spend a total of ***4 hours per week*** in class and ***8 hours per week*** on out-of-class assignments. This is probably more than you are used to, and it will take time to adjust to this schedule. Because this is a field course, you can't carry out your work while multi-tasking on other things at the same time. Thus, this course will put unusual demands on your time, and your success hinges on your ability to manage your time effectively. You *cannot* succeed by postponing your work until the day before class.

Assessment:

Your final grade will be calculated based on:

<i>Participation and Attendance (including final)</i>	45%
<i>Workshop-in-the-Woods</i>	35%
<i>Tree Project</i>	20%
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Total:	100%

IMPORTANT NOTE: Intellectually engaged participation, leadership, and honest self-evaluation are all critical and required for this course. Simply showing up to class every time will get you a maximum of a C in this class! You must show us that you are mentally here by full participation every time. During class, you must talk and participate! Since each class session is one entire week of class, missing class will have a serious negative effect on your grade.

It is your responsibility to know what homework is assigned each week and to complete it by the assigned due date unless you have made other arrangements in advance with your instructor. If you miss a class for any reason you must notify your instructor by email before your class meeting adjourns. If you fail to do so you will be ineligible for credit for work you missed. It is your responsibility to contact your instructors about missed class time and makeup work.

Important Dates:

There will be *one required night meeting* for this class. Make arrangements now with your family, your other professors, your boss, your coaches, and your friends. This meeting will replace your regularly scheduled class meeting for this week. Choose and schedule *either*:

Tuesday Oct. 1 st	5:00 pm - 11:30 pm	<i>or (pick one)</i>
Wednesday Oct. 2 rd	5:00 pm - 11:30 pm	

Please note the date and time of your final exam and make plans *now* to attend. No exceptions will be made for absences.

Tuesday section	Monday Dec. 16 th	1:30 pm - 4:00 pm
Wednesday section	Thursday Dec. 19 th	1:30 pm - 4:00 pm
Thursday section	Wednesday Dec. 18 th	1:30 pm - 4:00 pm

Getting More Help: (We run into this more than you might guess.)

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with us. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. Ithaca College provides a Counseling Center to support the academic success of students. The Counseling Center provides cost-free services to help you manage personal challenges that threaten your well-being. In the event we suspect you need additional support, we will express our concerns and the reasons for them, and remind you of resources (e.g., Counseling Center, Health Center, chaplains, etc.) that might be helpful to you. It is not our intention to know the details of what might be bothering you, but simply to let you know we are concerned and that help, if needed, is available.

Disability Accommodations:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities. Students seeking accommodations must register with Student Accessibility Services (SAS) and provide appropriate documentation to SAS before any accommodations can be provided. Please note that accommodations are not retroactive so timely contact with Student Accessibility Services is encouraged. SAS can be reached by telephone: 607-274-1005, Web: <http://www.ithaca.edu/sas/>, or office: 100 Rothschild.

Academic Honesty:

All the work in this class must be your own unless stipulated otherwise by an instructor. Suspected instances of academic misconduct will result in referral to the school judiciary system. Please refer to the Student Handbook for a detailed description of the policies regarding student academic conduct. If you have a question about what constitutes plagiarism, please ask us or refer to the following web site: <https://ithacalibrary.com/sp/subjects/BPR>