

ENVS 429: Environmental Leadership Program (ELP)

Fall 2011 MyMcKenzie (aka Images and Imagination) ✧ CRN 17292

✧ Workshops: Mon 2-3:50 pm ✧ 249 COL

✧ Labs: Fri 9 – 4:50, 47B COL (ELP Lab)

A. Key Personnel and Contact Information:

- Melanie Knapp, GTF Project Manager, melaniek@uoregon.edu, c. 812-760-3759
- Peg Boulay, ELP Co-Director, boulay@uoregon.edu, w. 541-346-5945, c. 541-517-2590

B. Course Overview, Format and Philosophy

This is a one-term service learning course in which you will implement your community-based project and develop your leadership, collaboration and communication skills. Your team's success depends upon your active involvement – identifying next steps and taking leadership to make sure all the field trips are successful and your products are compelling and professional. Active, engaged participation is central to all ELP projects! As a team, you will be responsible for the learning that occurs. Everyone is expected to work together, share their perspectives, and ensure this is a rewarding learning experience for everyone.

The ELP provides you with an opportunity to be involved in your community, as well as time to reflect and discuss these experiences. Instilling an ethic of civic engagement is integral to all ELP projects. We want you to gain the awareness, knowledge, skills and motivation to tackle the serious environmental issues we currently face. The ELP is designed to develop your communication, critical thinking and problem-solving skills and give you the confidence to take leadership roles regarding environmental issues.

Expectations

You were chosen to participate in this program because we believe you have the background, skills and motivation to succeed. Our expectations are that you:

- ❑ Are able to work both independently and in a team;
- ❑ Are respectful, courteous and will be an excellent ambassador in the community.
- ❑ Are a creative problem-solver, are able to adapt to new situations and will respond to all situations in a professional manner.
- ❑ Have a strong desire to build skills, especially collaboration, communication, problem-solving, speaking, writing and field-based skills.
- ❑ Are excited to learn and interact and give back to the community.
- ❑ Are dedicated to following protocols and being safe in the field.
- ❑ Commit to contribute at least 12 hours/week to your project.

Learning Objectives

By the end of this project, you will be able to:

- Work more effectively in a team.
- Develop and implement an arts (photography)-based communications campaign.
- Develop an attractive, compelling website that will continue to provide inspiration and valuable information beyond the end of your project.
- Deliver a professional presentation in front of an audience and talk with individuals about your artwork and project (and feel more comfortable doing so!).
- Describe some of the ecological elements, conservation issues and current conservation efforts within the McKenzie Watershed.
- Discuss the value of community involvement, service, and volunteerism in our society.

Required Reading

You have already read articles specific to your project over the summer (Appendix 1). During this term, you will occasionally be assigned very short readings related to either your project or the content we cover during the Monday ELP Workshops.

Project Overview and Goal

The McKenzie River has long been important for clean drinking water, fish and wildlife habitat, recreation, hydropower, irrigation, transportation, and inspiration. However, it has been impacted by development, habitat loss, channelization, water diversion and other impacts. Despite these challenges, the McKenzie River is still an incomparable treasure and one of the last strongholds for wild salmonids. It is our hope and belief that people will protect and restore the McKenzie if they appreciate its special wild beauty. Images can evocatively capture the ever-changing and sometimes hidden personality of a place. Through this innovative outreach project, you will use creative images and web-based content to create an intimate portrait of our unique heritage, the McKenzie River. Your goal is to reflect the McKenzie River's beauty and many relationships people have with it, while inviting people to consider (and strengthen) their own relationship to the river.

C. ELP: Roles and Responsibilities, Protocols, and Other Details

Roles and Responsibilities:

- Students will be responsible for:
 - Creating then implementing a photography-based outreach campaign focused on McKenzie River conservation.
 - Completing all assignments on time and in good quality.
 - Preparing for weekly meetings.
 - Keeping a time log of project work each week.
 - Trying to solve problems as a group first, then coming to the GTF Project Manager with questions.
- Melanie (GTF Project Manager) will be responsible for:
 - Helping to organize weekly meetings (although ELP students will take primary responsibility).
 - Providing feedback to help you create the best products possible.
 - Evaluating your performance as individuals and a team.

- Making sure the project is on track.
- Communicating with community partners and advisers.
- Answering questions/helping solve problems the team cannot first solve on their own.
- Peg (ELP Co-Director) will be responsible for:
 - Overseeing the broad MyMcKenzie initiative and brand.
 - Providing ELP structure and communicating ELP procedures and protocols.
 - Organizing Monday workshops.
 - Answering questions/helping solve problems the team cannot first solve on their own and for which Melanie cannot give an immediate answer.
 - Communicating with donor and community partners and advisers.

Problem-Solving Protocols: If you are facing a challenge or have questions related to the project and need assistance you should first turn to your ELP Team for team problem-solving. Challenges always surface, so get in the habit of drawing on the strengths of your team to tackle these problems as they arise. Don't delay, act immediately. If the team as a whole finds that they are stumped, turn to Melanie for help, who will help facilitate a process to help you work through any challenges that you face or help answer remaining questions. If questions or problems persist, Melanie will then invite Peg into the problem-solving process.

Logistical Protocols: Your project builds upon the work completed by the summer MyMcKenzie team. For their project, they took photos and created an interpretive arts booth for the McKenzie Arts Festival and McKenzie Watershed Council's barbeque. They have established methods and tools, which you will continue using (e.g., Picasa account, photo tracking spreadsheet, gmail account, logo, decorative motifs). Melanie will provide details and/or passwords to you. Other protocols include:

- **Email:** Please put "MyMcKenzie – (subject)" in the subject line of every email you send regarding this project. This is a great way to keep organized, manage email in general, and ensure that your emails are seen. You should spell check and proof-read every email. Sloppy emails are unprofessional. Persistent email problems will result in a lower grade. Students should not directly email any community partners/advisers unless arranged in advance through Melanie or Peg.
- **Word/Excel Documents:** Adopt a file naming protocol so you can track the most recent version of files. We suggest that you name all files related to this project "MyMcKenzie (product) version-date-initials" (e.g., MyMcKenzie presentation v1-110511-jj). This will allow you to identify the latest version and who worked on it. This is a good habit to get into and facilitates file management in a team setting. All documents, drafts included, should be carefully proof-read and spell-checked. Any document being turned in without this attention will be returned without being graded, and the late assignment policy will kick in.

Use of ELP Cameras: There are 3 cameras available to you and you may check them out with

Melanie's assistance. One of the cameras is a valuable D-300. You must take utmost care with this camera. You will not be allowed to keep this camera overnight (that is you must return the camera the same day you check it out).

Use of ELP Computer Lab: This is your dedicated space. During ENVIS office hours (8:30-12:00, 1:00-4:30), a key is available in the ENVIS main office. The key is also available from Melanie or Peg. Please make arrangements ahead of time if you will be working late and need to check out the key. Please help us protect our lab and keep this room locked at ALL times. Computer theft is an issue on campus, so lock the lab even if you are just going to the bathroom. Also, please always keep the lab tidy.

You will be assigned a space on the network, but you are also responsible for backing up all your work! This is an absolutely essential habit to have. At the end of the term you are responsible for burning a disk that includes ALL final materials related to this project, in both Word and pdf form.

Phone: We have set up a phone in the ELP lab for your use, 541-346-0538. This phone should be used for ELP related calls only, and phone records are reviewed. There is a log sheet next to the phone, and you must record the date, time, number called, person called and a brief description of the content. This log goes to our office manager who pays our phone bill, so it is important that this is accurate. Likewise, it can serve as a useful tool for the team to help keep everyone in the loop, and ensure that duplicate calls are not made to the same person or organization. Melanie will have a PIN for you to use.

Use of UO vehicles, mileage reimbursements and purchases: You must strictly follow UO policies and procedures. Melanie will provide more information to you.

Safety: This course involves significant time in the field. You are expected to prioritize safety above everything else. The following behaviors are mandatory:

- Drive responsibly at all times.
- Always go into the field with at least one other student (never go out alone in the field). Generally you will be doing Friday field trips with Melanie.
- During Friday field trips, always let Melanie know where you are going and check-in when you return. We will have a check-in protocol that you **must** adhere to.
- Dress appropriately for the weather and wear sturdy boots or hiking shoes. Always bring raingear.
- Bring water, sunscreen and other essentials as necessary.
- As you will be close to water, be mindful of the river's power. You will mostly be on dry land. However, if you do decide to wade into the edge of the river, do not enter the water without a lifevest. Be careful if you are walking on wet rocks, as they can be slippery.
- Ensure that there is a first aid kit in every vehicle going into the field.
- Trust your instincts. If you don't feel safe, stop field activities, return to campus and inform Melanie and Peg.

Academic misconduct and intellectual property: I expect everyone to strictly adhere to the University Student Conduct Code (available at conduct.uoregon.edu) and University policies regarding academic misconduct. In particular, you must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). All work submitted for this course must be your own and be written exclusively for this course. We will treat any cases of academic dishonesty seriously. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with us before carrying out or attempting to carry out the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.

You may not use any copyrighted materials in your website. You may only use materials for which you obtain permission to use, that are public domain or that you create yourself. For example, if you decide to add an exciting U-Tube video to your website, it is illegal to use copyrighted music. You must properly acknowledge any photos or other creative materials that you use.

Inclusive learning environment: The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify Peg as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

D. COURSE SCHEDULE

This course is structured to provide you with the background, training and skills you will need to effectively work as a team, implement your project and create your products. This course schedule is flexible and will evolve as your project develops. After the first 2 weeks, you will determine the schedule for your Friday field trips and work sessions.

Week	Lecture (Tentative, Subject to Change)	Lab (Tentative, Subject to Change)
1	A. Introduction to ELP program and project B. Overview of the summer MyMcKenzie team's work C. Leadership/Group Process training – team launch (norms and roles)	A. Leadership/Group Process training – meeting facilitation B. Photography workshop (composition, light, etc.) C. Field Trip – guided boat tour of lower McKenzie River. Goals: 1. to understand basic ecology and conservation issues; 2. take photos; 3. Develop your personal relationship with the river.
2	A. Group Process training – on-line tools B. Messaging	Field Trip – guided tour of McKenzie River, part II (middle/upper McKenzie).
3	Web design	TBD – Field trip and/or dedicated time for web design
4	Environmental observation and story-telling	TBD – Field Trip and/or dedicated time for web design
5	TBD – Conservation photography or conservation outreach through exhibits/exhibit design	TBD – Field Trip and/or dedicated time for web design
6	TBD – but likely: A. Mid-term review (plus-delta) B. Website critique	TBD – Field Trip and/or dedicated time for web design
7	Effective public presentations	TBD – Field trip and/or dedicated time for photo exhibit and/or public presentation
8	TBD	TBD – Field trip and/or dedicated time for photo exhibit and/or public presentation
9	Presentation practice and feedback	Thanksgiving – no classes
10	Resume workshop and wrap-up	Implement photo exhibit and/or public presentation
11	n/a	Final exam slot – all final products due

E. COURSE REQUIREMENTS AND GRADING

Late Assignments: Late assignments will drop 5% each day until submitted. There are no exceptions unless you have an excused medical reason (with a note from the student health center) or have made pre-arrangements with Melanie. If for some reason, you are not going to make a deadline, you need to first discuss this with your team to problem-solve (see note above). If the team is not able to find a solution, inform both Melanie and Peg immediately.

Incompletes: Incompletes are not available for ELP projects.

SUMMARY: Your grade will be based on the following components.

You will take your own photos and use photos provided to you to create an evocative digital photo essay of the McKenzie River. You will use your photo essay in your website, photo exhibit and public presentation. Your essay will be designed to tell a coherent visual story; however, each of you may wish to focus on a particular theme (e.g., water, wildlife, plants, reflections and patterns, human uses, etc.). The photos available to you include those taken by the summer MyMcKenzie team and a collaborator, Bill Crandall. All photos should have a copyright added, either © ELP 2011 or © Crandall 2011.

Element/Activity	Activity Type	Percent of Final Grade
1. Participation Leadership and Service	Individual	25%
2. Homework: Project Planning	Team	5%
3. Homework: Messaging	Team	5%
4. Website	Team	35%
5. Photo Exhibit	Team	20%
6. Formal Public Presentation	Team	10%

1. Participation, Leadership and Service (25%)

Participation and teamwork is the foundation of this class and without it, none of the other elements can be effectively accomplished. Your engaged participation in all class and team meetings is critical for your project to be successful. Your participation grade includes actively contributing to all group meetings and field trips, active engagement in group problem-solving and product creation, and coming to group meetings prepared to discuss your project, progress, and/or issues in an analytical manner. We will use individual assessments and peer evaluations at the end of the term to help determine your success.

By signing up for this project, you have agreed to put in 4 credits (~120 hours) worth of work for our community partners this term. That translates to ~ 12 hours a week. Using the format provided to you, keep an accurate timesheet and email it to your Project Manager every two weeks. Please note that your service work grade is more than just putting in hours, the quality of your service work will be evaluated too – and how well you take and apply the feedback you receive (from each other, community partners, your GTF Project Manager and Peg).

2. Homework: Project Planning (5%)

This assignment is designed to help you think strategically about your project and lay the ground work for the term by summarizing the project background and need, inventorying your teams skills, and beginning to plan your project.

Deadline: Due week 2.

3. Homework: Messaging (5%)

You will create initial messages, stories and interpretive content appropriate for your target audiences.

Deadline: Due week 3.

4. Website (35%)

Your website will be the centerpiece of your outreach campaign. You will use Google Sites as your platform. Your website will include engaging information on the McKenzie River, relevant links, and your photo essay. Please take a look at the current ELP site to get a feel for what past teams have done. Each team member must contribute to the website design, development and content. You will begin with a website site map. Creating a site map is critical to efficiently plan the content you need and to ensure that you website will be intuitive to navigate. You will create a site map diagram that shows the pages you want to create and the links (between the pages and between your pages and pages outside your site). You will also write a short description of what each page will contain (what is the text about, what kinds of images will you use, etc).

Deadlines: site map due week 4, draft of complete site content due week 5, site up and functional week 6, final version week 10.

4. Photo Exhibit (20%)

You will organize a non-juried photo exhibit of photos. The location will be within the McKenzie watershed, possibly at a community center, local restaurant, public event put on by community partners, or in conjunction with your public presentation (see below). You will create brief and engaging interpretive information for the exhibit.

Deadlines: concept due week 6, photo orders due week 7, pre-final due week 9, final version due week 10.

5. Presentation(s) (10%)

- *Community Partner(s) presentations:* Students will create and deliver a professional presentation at a venue in the McKenzie watershed. The presentation will include information on the river and will highlight compelling images. Each team member is expected to contribute to the development of the presentation. However, it may not be practical for each team member to have a speaking role. If that is the case, then it is up to you as a team to decide how to allocate speaking roles.
- *End-of-year presentation:* You will be invited, but not required, to participate in the ELP 2011-12 Final Presentations and Celebration during June 2012. This will be another

opportunity to gain public speaking skills, inform more people about your project and celebrate your accomplishments.

Deadlines: draft 1 due week 8, draft 2 due week 9, final due week 8.

6. Other Opportunities (no grade)

I encourage you to take advantage of opportunities to maximize your professional development. Although not part of the formal course requirements, there are additional opportunities for you to gain speaking or outreach experience or otherwise enhance your resume! For example, you could reach out to local media. There may be opportunities to participate in a related community event or enter your photos in a contest. Peg or Melanie will pass on ideas to you. Or feel free to let us know about your ideas! Lastly, be sure to leverage your ELP experience. Don't forget to highlight in your resume the skills you develop through ELP. In the past, some ELP students have completed an Honor's Thesis related to their ELP project. Also, remember that your website will continue to reach people after you leave UO. Some past ELP students have shown their website and final report to potential employers and felt that these products helped them secure positions.

– Final Word –

Melanie and I are incredibly excited about these projects, working with you,
and making a positive difference in our local community!

Thanks for all the enthusiasm and commitment you bring to the projects!

Appendix 1: Required Summer Reading

- Alsea Geospatial, Inc., Hardin-Davis, Inc., Pacific Wildlife Research, Inc., and WaterWork Consulting. 2000. McKenzie River Subbasin Assessment: Summary Report. Available from <http://www.mckenzienc.org/assessment.pdf>. *This provides an overview of environmental conditions in the McKenzie watershed.*
- Jacobson, S. K., M. D. McDuff, and M. C. Monroe 2006. Conservation Education and Outreach Techniques. Oxford University Press, Oxford, England. *Read Chapter 1 (Designing Successful Conservation Education and Outreach) and Pages 174-188 in Chapter 6 (Using the Arts for Conservation). These chapters provide you with an overview of conservation communications and information specific to artistic outreach projects.*
- Mittermeier, C. 2005. Conservation Photography: Art Born of Environmental Ethic; A Distinct Discipline within Nature Photography. NatureScapes.Net. Available from <http://www.naturescapes.net/docs/index.php/conservation-and-ethics/153-conservation-photography-art-born-of-environmental-ethic>. *This provides a short introduction to the field of conservation photography.*
- Research Into Use Programme. The Field Guide to Photography. Available from http://www.idcplp.net/archive/doc/Photoguide_RIU.pdf. *Although it was written for sustainable development projects, this provides some basic photography concepts.*
- Whipple, Andy. 2007. Riverwater: a Natural and Social History of Oregon's McKenzie River. Riverwater, Portland, Oregon. *Read pages 10-11, 158-161. Just like your project, this book uses beautiful photography and engaging writing to promote conservation of the McKenzie River. You will read more from this book during fall term.*

Appendix 2. Timeline and Deliverables at a Glance – Fall 2011

	Deadlines (by 2:00pm Monday)										
Week:	1	2	3	4	5	6	7	8	9	10	Finals Wk
Photo Essay	Start	Updated	Updated	Updated	Updated	Updated	Updated	Updated	Updated	Final due	
Project Planning Worksheet		Due									
Key Messages			Due								
Website			(Mon wrkshp)	Site map due	Draft website content due	Website launched	Updated	Updated	Updated	Final due	
Photo Exhibit					(Mon wrkshp)	Concept due	Photo orders due		Draft due	Final due	
Presentation							(Mon wrkshp)	Draft 1 due	Draft 2 due	Final due	