

A Note on Learning Systems and Assessments

This course is a little more traditional than many of the other classes I teach. Lecture is still the primary component, but group assignments and discussions are taking on a slightly larger role. One of the most important changes from prior semesters is that all exams will be cumulative, and we will spend at least a little time reviewing for each exam. A little more detail on these systems is given below:

Learning systems:

1. **Lecturing:** explaining difficult material not easily learned on your own with text, groups, etc.
2. **Exams:** exams should be learning tools as well as assessment tools! We will go over each exam in depth in class. Reviewing exams is one area where in-class discussion and explanation are most effective. Just reading answers on a key has been shown to be one of the worst ways to learn material. Therefore, exam reviews will be the one area of class where no notes, associated pictures or keys will be posted.
3. **Group-Led-Discussions:** we will cover both classic and more recent relevant articles from scholarly journals. Group-led-discussions are a mix of presentations and discussions. The more creative you can be with these, the more you will get out of them (and the better will be your grade). Finding interesting ways to engage the class in discussion of these articles will teach you critical skills that will not only solidify the current information, but will also aid in your learning for other classes. Presentation of material is one of the most instructive learning systems because:

Group-Led Article Discussions, Quizzes and Participation

We will review several relevant academic articles on different issues in natural resource economics. You will be required to understand these articles, and you will work in teams of 3-5 people to present one of the articles and lead the discussion for that article. When you are not in the discussion group you are still expected to have read the article and there will be a short quiz.

The class will take a 7-minute quiz at the beginning of the hour to be sure everyone is ready to discuss, and during that time, you will set-up and prepare your discussion (you get 100% for that day's quiz!). Participation/discussion on GLD days will add to your quiz grade.

Attendance Policy

There are many studies showing a clear relationship between class attendance and student achievement. For this reason, there is a strict attendance policy for this course. Daily attendance will be taken. If you miss (unexcused absences) more than 10% of the course (more than 4 days), 10% will be subtracted from your overall percentage. If you miss (unexcused absences) more than 6 days, you will receive an automatic F. A sign-in sheet will be circulated daily when necessary. **It is your responsibility to make sure that you have signed in for each class (having someone else sign your name is a violation of the honor code).** Excused absences require documentation!! Just an email saying “I’m sick” is not sufficient!

In addition, you may be administratively dropped if you do not attend each (all) of the first 3 days of class.

Grading

Group Assignments	6%
Group-Led Discussion	10%
Quizzes (and Participation)	15%
Exam I	20%
Exam II	23%
Final Exam	26%

Incompletes, Extra Credit, etc.

I adhere strictly to the University guidelines on Incompletes (“An I is given only when students, , have been unable to complete course requirements. A substantial amount of work must have been before approval for such a grade is completed.”). Bad grades, unsatisfactory performance, too many credit hours, work conflicts, etc. are not reasons for an incomplete.

I am adamant about giving each student an equal opportunity to perform well in the course, so there will be no extra credit opportunities that are not offered to the entire class. You should

Additional Notes:

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The Boulder campus has an [Academic Integrity Policy](#) and a [student Honor Code](#); individual faculty members are expected to familiarize themselves with its tenets and follow the approved procedures should violations be perceived. The campus has been working diligently to make this process work better and to provide guidance on 'gray areas' at the [Honor Code website](#).

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

Any University policies that are in conflict with my own policies will supersede my policy!

A reply from one student to another on the discussion board for one of my colleague's online classes:
"If you read the course syllabus you will find the answer to y 3ipe