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(Email electronic copy to senate@unf.edu)

description of the rules governing curriculum

COURSE

NUMBER

LEVEL

STATUS

DESCRIPTION

REQUISITES

INSTRUMENTAL

LEARNING

OBJECTIVES

CR

NEW DESCRIPTION

Learning Methods

Prerequisites

Learning Objectives

Instrumental Learning Objectives

Learning Objectives

Learning Objectives

Learning Objectives

at least one writing intensive course designated (W); junior standing; cross

NRM F483. (3+0)

Learning Methods

Offered Fall

Capstone research seminar for Geobotany and Natural Resources

Learning Objectives

Learning Objectives

Learning Objectives

Learning Objectives

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Learning Objectives

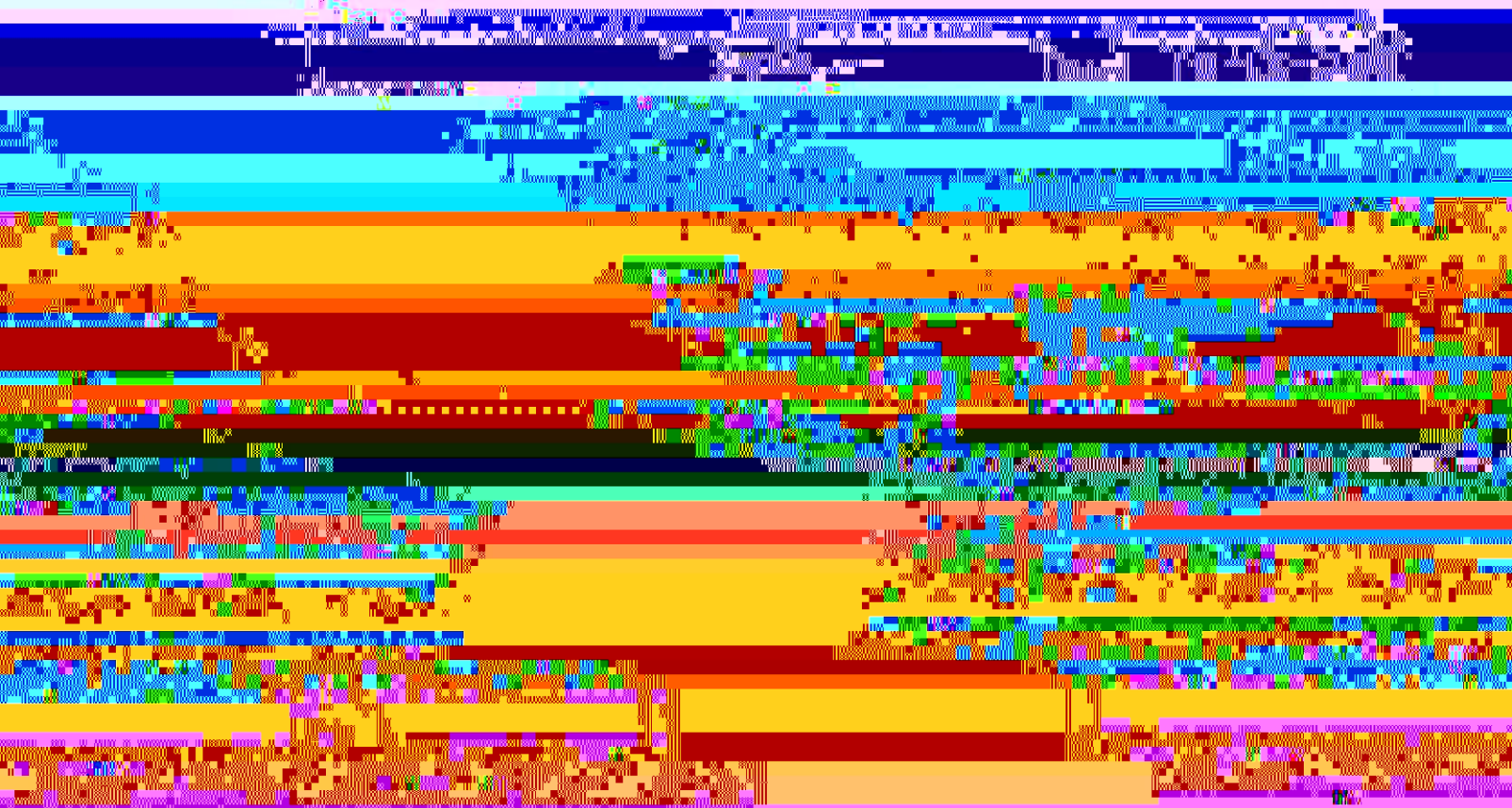
Learning Objectives

Learning Objectives

APPROVALS

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Date: 1/10/2015



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GEOG/NRM 483 W&O – RESEARCH DESIGN, WRITING, AND REPRESENTATION METHODS (2 credits)

What is a Field?

What is a Field?

The image displays a large, abstract graphic design. It features a grid of dots in various colors (red, blue, green, yellow, purple) on a black background. The dots are arranged in a pattern that resembles a map or a data visualization, with some dots forming larger shapes and others scattered. The overall effect is a vibrant, multi-colored grid of points.

COURSE DESCRIPTION

This course is designed as a capstone research and professional development course for
1. ~~1. B.S. in Management and Geosience majors~~ It can also serve as

GRADING

Students will be graded on the following assignments: research proposal, research paper, research poster, and oral presentation.

COURSE POLICIES

EXPECTATIONS

Students are expected to complete assignments on time, attend class, and read the assigned material. Students are also expected to participate in class and to be prepared to discuss the material. Students are also expected to be professional in their conduct and to be respectful to other students.

Students are also expected to be respectful to the instructor and to the class.

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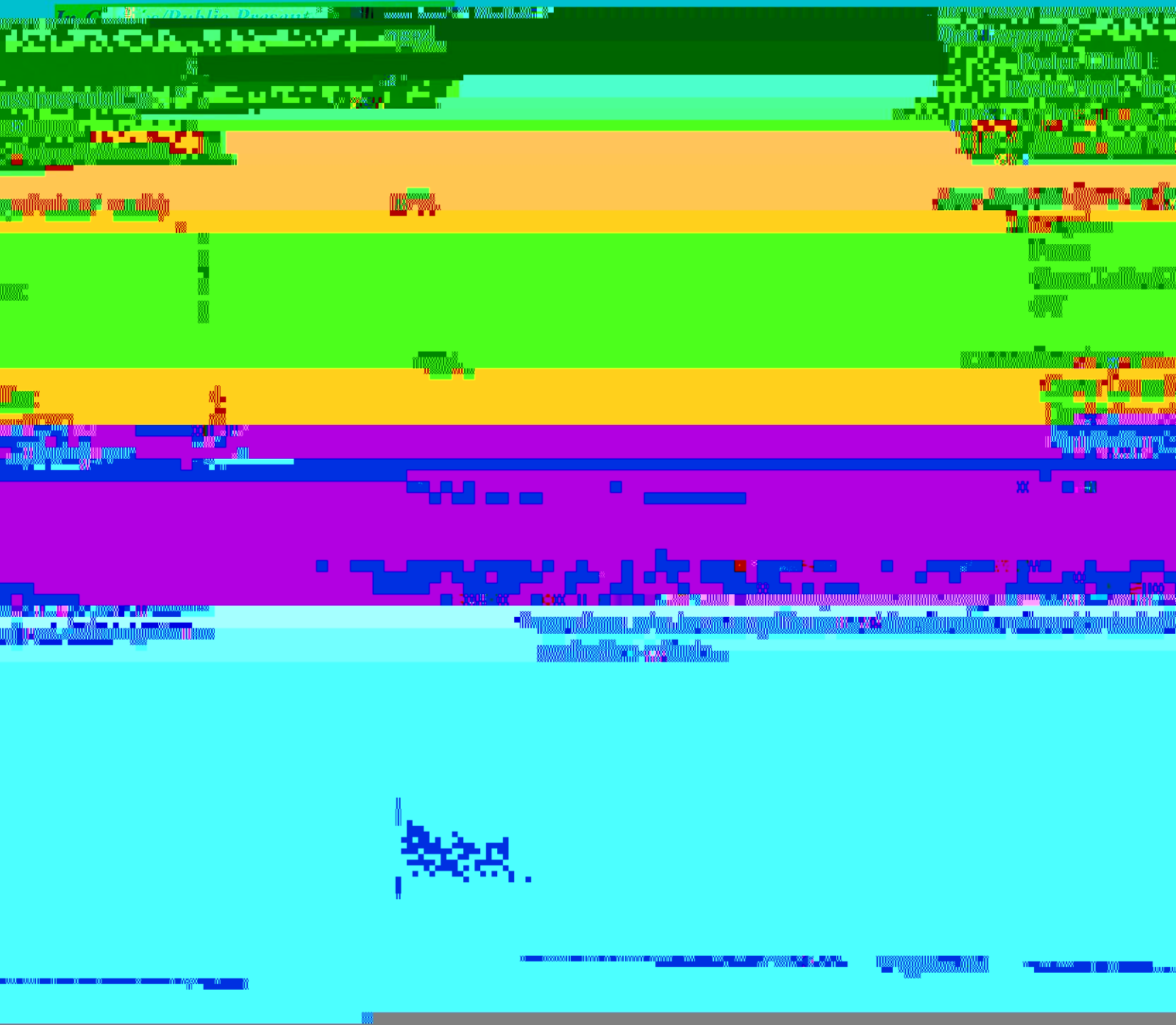
support their success. Please let me know if there is anything that can be done to facilitate your transition to CGU.

STUDENT SUPPORT SERVICES

Assignments

Present Course

Plan/Concept Map	4
Literature Review/Bibliography	4
Draft 1	7
Draft 2	7
Figure	5
Final Draft Submission Ready	8



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TIO

N SCHEDULE



"The first step in the process of writing is to determine the purpose of the document. This is often done by asking the question, 'What do I want to achieve with this document?' The answer to this question will determine the content, structure, and style of the document. Once the purpose is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The second step in the process of writing is to determine the audience for the document. This is often done by asking the question, 'Who is going to read this document?' The answer to this question will determine the level of detail, the tone, and the style of the document. Once the audience is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The third step in the process of writing is to determine the format of the document. This is often done by asking the question, 'What format is most appropriate for this document?' The answer to this question will determine the layout, the font, and the overall appearance of the document. Once the format is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The fourth step in the process of writing is to determine the length of the document. This is often done by asking the question, 'How long should this document be?' The answer to this question will determine the amount of detail and the overall scope of the document. Once the length is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The fifth step in the process of writing is to determine the style of the document. This is often done by asking the question, 'What style is most appropriate for this document?' The answer to this question will determine the tone, the language, and the overall appearance of the document. Once the style is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The sixth step in the process of writing is to determine the distribution of the document. This is often done by asking the question, 'How will this document be distributed?' The answer to this question will determine the format, the medium, and the overall appearance of the document. Once the distribution is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The seventh step in the process of writing is to determine the revision process. This is often done by asking the question, 'How will this document be revised?' The answer to this question will determine the number of revisions, the criteria for revision, and the overall appearance of the document. Once the revision process is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."

The eighth step in the process of writing is to determine the final review process. This is often done by asking the question, 'How will this document be reviewed?' The answer to this question will determine the number of reviews, the criteria for review, and the overall appearance of the document. Once the final review process is clear, the next step is to gather the necessary information and resources. This may involve conducting research, interviewing experts, or reviewing relevant documents. Once the information is gathered, the next step is to organize it into a logical and coherent structure. This is often done by creating an outline or a flowchart. Finally, the document is written, revised, and edited to ensure that it is clear, concise, and effective."



In-Class Activity

Assignments Due

12	17 Nov	Lecture 18: Multiple life cycles: imagine the future of your little	<ul style="list-style-type: none"> Peer Review Elmopis 25e21 	Peer Review
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Discussion	1h	<p>Download Documentation</p> <p>PIZZA PARTY!</p> <p>Canon TPA</p> <p>Students will be notified and the synopses indicated on Blackboard if there are</p>	Discussion
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