

WIS 4443C
4 Credits
Wetland Wildlife Ecology
Spring 2018

Student Learning Outcomes Lecture and Laboratory:

Following this course a student should have an understanding of:

- the structure, function and importance of major wetland types
- the types of animals that use wetlands, their abundance and distribution within and among wetlands, and their ecological roles and relationships
- various management practices used in wetlands and challenges facing the future of wetlands

Following this course a student should be able to identify and classify representatives of wetland wildlife groups (birds, amphibians, mammals).

Course Description

The course is designed to provide students with a basic understanding of the terminology, history, and ecological concepts associated with wetland ecology and the wildlife species that are dependant on wetlands. To this end we will focus on answering the questions: What are wetlands? What make wetlands unique and important? What are the ecological processes that make them unique? How do we classify wetland types? What are the wildlife species most commonly associated with and dependant upon wetlands? How do we identify these wetland wildlife species?

Fieldtrips will be used to view different types of wetlands and the wildlife associated with them. Further, through lecture, fieldtrips and discussion students will explore the integration of ecological principles with political and economic realities which is necessary for the management, restoration and conservation of wetlands and the wildlife they support.

Instructor:

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Office hours:

Mon. 2- 4:30 PM and Wed. 2-4:30 (when not out of town);
Otherwise, when the door is open you are welcome. I will be available most of the time but students should call to determine my presence on campus or to make an appointment. When I'm not available in the office cell phone calls are welcomed. Don't hesitate to call. Leave a message if the phone is turned off and I will get back to you as soon as possible. I have an open door policy but to make sure I'm available call or make an appointment.

Credit Hours:

This is a 4 credit "C" course, which means there is a lab associated with this course. Three credits of lecture equate to three hours of contact time per week, and one credit of lab equates to three hours of contact time per week. This totals to 93hrs of contact time throughout the entire semester. We will have 3 hours of lectures per week, and lab hours will be distributed across Tuesday class periods (wildlife identification) and full day Saturday field labs (double lab periods).

Additionally, for each hour of contact time in class, the student is expected to spend 2-3 hours out of class for assignments, study time, and class/lab preparation.

Textbook:

Required: WETLANDS, 5th Edition
William J. Mitsch and James G. Gosselink

Priceless Florida (Natural Ecosystems and Native Species)
Ellie Whitney, D. Bruce Means, and Anne Rudloe

Required: A field guide for bird identification:

Recommendations include but are not limited to:

National Geographic Society, 1987, Field Guide to the Birds of North America; Robbins et al., 1983, Birds of North America: A Guide to Field Identification, Golden Press;

Lecture and Lab:

Thurs. 5 - 8, Building 4800; Room 4814

Lecture and Lab are integrated in this class and you receive a single grade which reflects both lab and lecture material. Most weeks (unless otherwise notified) you will spend the first 30 minutes to 1 hour of class time in "lab" learning to identify wetland wildlife including waterfowl, waterbirds and amphibians. A quiz will be given at the beginning of each week. The quiz will cover identification of wildlife species and characteristics used in classification and identification.

Friday and Saturday Fieldtrips – 3- 4 full day field trip; Short fieldtrips may also occur during Tues. night class hours.

FIELDTRIP ATTENDANCE IS MANDATORY

Class Notes:

Available on e-learning - Canvas

Laboratory slides and Power Point slides for wildlife identification also available on e-learning; Print outs will not be provided. You must print your own set of lecture notes and Power Point slides.

Evaluation: To be able to assess how well we achieve our goals and objectives, several evaluation methods will be used. Because students vary in the evaluation tools that best demonstrate their knowledge and understanding my assessment will be based on test scores (test will include both multiple choice, short answer and long answer questions), participation in discussions and field experiences, written synthesis of field exercises.

Grading:

Letter grade based on the following grade scale:

Grade	Range
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-63
E	< 60

Points:	Lecture Exams:	200
	(2 @ 100 pts each)	
	Final exam:	100
	(not comprehensive)	
	In-Class Participation:	25
	Class Exercise and Presentation:	75

Management plan and presentation, see class exercise attached for details

Laboratory Quizzes: **100**
(11 or 12 @ 10 pts each
Lowest quiz score dropped)

Field Trips: **150**
10 points for each field trip for attendance and participation
110 points total for field trip write-ups (26-28 points each write-up) will fit the fieldtrip objectives; details will be provided at the time of each fieldtrip.

Total Points: **650 points**

Late work will be penalized 10% for the first day and 5% per day thereafter.

Make-up exams will be given only when circumstances beyond a student's control (e.g. illness, etc.) are reported and when possible documented (e.g. doctors note). I should be notified of your circumstance before the exam if possible or immediately after the exam. Arrangements for a make-up exam should be made at that time. The make-up

exam should be taken **no later than 1 week** after the initial exam unless valid scheduling conflicts make this impossible.

Fieldtrips are **REQUIRED**. If a circumstance beyond your control occurs you must let me know immediately (before the trip is preferred). The optional assignment (generally an 8-10 page paper on a subject that I feel best substitutes for the field trip) can be used as a makeup for a missed a fieldtrip only with my permission (contingent on legitimate excuse for missing required fieldtrip). Write-ups from fieldtrips will be due 1.5 weeks after the trip (the second class period) unless otherwise indicated.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

General Notice to Students

Campus Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu

• *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/

• *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu

- Alcohol and Substance Abuse Program (ASAP)
- Center for Sexual Assault / Abuse Recovery & Education (CARE)
- Eating Disorders Program
- Employee Assistance Program
- Suicide Prevention Program

In spite of our distance from Gainesville, students at UF Milton do have access to support services. If you need accommodation for any problem, feel free to call the appropriate office in Gainesville, or contact me directly.

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

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UF Academic Honesty

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

UF Computer Software Usage

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Laboratory Schedule

Week 1	Waterfowl Identification
Week 2	Waterfowl Identification
January 20th	FIELD TRIP To St. Marks and Wakulla; Read: Chapter 16 267-331 and 18 Priceless Florida before the trip and pgs. 215-247; 175-197 Write-up – Field waterfowl ID, Coastal marsh classification/ management; Riparian and isolated wetlands
Week 3	QUIZ 1 Waterfowl Identification
Week 4	QUIZ 2 Waterfowl Identification
Week 5	QUIZ 3 Waterfowl identification Subject for class exercise due
Week 6	No lab – Exam 1
Week 7	QUIZ 4 Waterfowl Identification Waterbird identification Write-up St. Mark's and Wakulla due
February 24th	FIELD TRIP – Wetland Delineation
Week 8	QUIZ 5 Waterbird Identification
Week 9	SPRING BREAK
Week 10	QUIZ 6 Waterbird Identification Literature for class exercise due
Week 11	QUIZ 7 Waterbird Identification Amphibian identification Write-up Wetland Delineation due
March 24th	FIELD TRIP - Area Wetlands
Week 12	No Lab – Exam 2
Week 13	Quiz 8 Amphibian identification
Week 14	QUIZ 9 Amphibian identification
April 14th	FIELD TRIP - TBD
Week 15	QUIZ 10 Amphibian identification Write-up field trip # 3 due
Week 16	Write-up field trip # 4 due

General Lecture Overview

Date	Topic	Readings Text	Additional Text
Week 1	Introduction and Syllabus		
Week 2	Ubiquitous Wetlands: Introduction/History Defined, Wetland Status and Human Impacts	Ch. 1, 2, 14	
Week 3	Wetland Ecosystem Services	Ch.16	Priceless 16 & 18
Week 4	Coastal wetland development and loss ; Wetland Birds Nesting and brood rearing Shorebirds and Wading birds		Waterfowl Ecology ch 4 and 6 ; pdf
Week 5	General Wetland Types and Major Regional Wetlands	Ch. 3	Priceless Florida Ch.8 & 9,11,12,13, 14
Week 6	EXAM 1		
Week 7	Wetland Hydrology	Ch. 4	
Week 8	Wetland Hydrology	Ch. 4	
Week 9	SPRING BREAK		
Week 10	Wetlands Soils and Biogeochemistry	Ch. 5, 6	
Week 11	Wetland Development	Ch. 7	
Week 12	EXAM 2		
Week 13	Amphibians and Reptiles		
Week 14	Wetland Ecosystems: Freshwater Wetlands (Marshes, Swamps, Riparian)	Ch. 10, 11	Priceless Florida 9, 10, 11
Week 15	Wrap-up, Review and Presentations		
Week 16	Class Exercise due Presentations in Class		
May 3rd	FINAL EXAM ; material since last lecture exam.		

**Wetland Wildlife Ecology
Class Exercise
Spring 2018**

Work in groups of two. Choose a wetland or a complex of wetlands, could be local or a famous wetland in the world or the country... (the everglades are excluded). Prepare a written management plan for that wetland. Your plan should not exceed 10 pages double spaced.

- **Describe and classify the wetlands and the species of both plant and animals present. Describe the general ecology of the wetland (i.e. hydrology, geomorphology, disturbances etc.)**
- **Provide objectives** for the management of this wetland.
- **Also, provide justification** for the type of management you have chosen. **Include any negative impacts that might occur as results of your management strategy.**

Make sure to include any special management that is already being utilized or suggested to increase or decrease numbers of species of special interest. **Remember maintaining or restoration of ecosystem function may also be one of the management objectives. Also include why you want to increase, decrease or maintain the population size of these species for the particular area of this plan.**

- You **MUST** have at least two references.
- You **MUST** use at least one article from a Journal such as the Journal of Wildlife Management, Ecology etc. as a reference **or** Gray literature such as a Master thesis, Dissertation or report made to various organizations. Journals are available online or in the Milton library and the library at the University of West Florida.
- See TA about performing an online search of databases and interlibrary loan.
- **Provide a literature cited section** with all references correctly formatted. Use the format of a published article's literature cited section from a wildlife or ecology journal as a template for your literature cited.
- **MAKE YOUR LIBRARY LOANS EARLY OR DON'T EXPECT TO RECEIVE YOUR LITERATURE IN TIME**
- Your choice should be cleared with me before February 16th (the sooner the better). You must have a preliminary literature cited before March 16th.
- Written reports will be due April 19th.

You will give a 10-15 minute presentation (one per group. Consider using PowerPoint, (provide handouts) about your report to the class April 12th or April April 19th, 2018.