

Foundations in Natural Resource Conservation (FOR 3200C)
Course Syllabus – Fall 2019

INSTRUCTOR

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TEACHING ASSISTANT

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OFFICE HOURS: Open door policy, or with appointment.

MEETING TIMES

Monday 5-8 pm, Room 4814; 3 Labs

CREDIT HOURS

This is a 3 credit “C” course: 2 credits for lecture = 2 hrs of contact time per week and 1 credit for lab = 2 to 3 hours of additional lab time per week. Mini labs will be conducted in several 1 to 1.5 hr period as part of the regular 3-hour class period, and there will be 3 required Saturday all day field trips to complete the lab component. In addition, you should expect to put in ~ 6 hours of additional time outside of class (at a minimum) to complete assignments and prepare for class.

PURPOSE OF THE COURSE

The purpose of this course is to introduce students to the concepts and skills needed to enter the profession of natural resource conservation. We will first discuss the philosophical and historical contexts for development of natural resource agencies and professional fields, and then we will delve into current issues that many students will face as they begin their careers (eg. prescribed fire and public perception, managing multiple objectives such as recreation and conservation, endangered species conservation). Specific current topics will be student-selected. The purpose of the labs is to practice using field equipment commonly used in forestry, natural resources, and environmental sciences. You will also learn about the variety of opportunities that exist in the Natural Resources field by interacting with professionals in the field, who will serve as guest lecturers.

OBJECTIVES AND GOALS

By the end of the course, students should have a broad understanding of the following topics:

- Philosophical, historical, and political precedents for the management of natural resources and the environment in Florida and throughout the United States
- Current issues related to resource conservation, utilization, and policy
- Basic principles (eg. ecology, wildlife management, physical sciences) used in NRC courses and jobs
- Prominent natural resource agencies in the area and their activities

Upon successful completion of the course, students will also be proficient in the following skills:

- Using basic equipment for forestry, natural resources, and environmental measurements
- Basic computer skills for managing data
- Professional communications (spoken and written)
- Critical review of printed materials (both scientific journals and mass media)

FORMAT OF COURSE

The class period will be split between lecture/discussions and lab/class activities. We will use the discussion section to talk about and critically assess the readings from the previous week. In some cases, I will briefly lecture about a new topic, but for the most we will engage in an active discussion of the reading material. You will be required to submit a

reading response by the due date of the assignments (submitted through the e-learning site). This will give me time to assess your comprehension of the reading material and adjust the lecture/discussion accordingly. In addition, the reading response allows you to formulate your thoughts prior to the class discussion. If you have technical difficulties such as difficulties using CANVAS please contact the help desk (<http://heldesku.ufl.edu>) for assistance and leave an email message with me through CANVAS.

The in-class labs will be conducted primarily outdoors on the PSC Milton campus or in the computer lab. Outdoor labs will introduce students to specific pieces of forestry, wildlife, or environmental equipment and indoor 'lab' activities will be focused on other professional skills related to writing papers/lab reports, data management and analysis and communications.

REQUIRED AND RECOMMENDED MATERIALS

There is no required textbook for this class. The instructor will provide reading materials to the class as handouts or as postings on the e-learning site. It is recommended that you bring the following items to facilitate lab activities: calculator, clip board, rain gear (if necessary), and appropriate clothing.

OTHER COURSE RESOURCES

- com, which can be accessed by UF students for free at <http://www.it.ufl.edu/training/> is a useful resource for help in excel and other common software
- For scientific literature, the "web of science" is available to students free of charge on campus or when connected by the campus VPN (virtual private network).
http://apps.webofknowledge.com/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=4AS8kteP7SRmsEaOyXA&preferencesSaved=
- To set up the VPN on your computer, go to <https://connect.ufl.edu/it/wiki/Pages/glvpn.aspx>

ELECTRONIC COMMUNICATIONS AND E-LEARNING

We will be using the CANVAS e-learning site for this course. You can login to CANVAS at the e-learning main website at <https://lss.at.ufl.edu/>. You will use the site to download/print readings and course materials, submit assignments, check for announcements, and occasionally post discussion threads. On occasion, I will also send email to the class list regarding critical updates to the syllabus or clarifications of assignments. If you aren't doing so already, you should be checking your UFL email daily.

DESCRIPTION OF ASSIGNMENTS

Reading Summaries/Responses: In your reading response you will both summarize and critically assess the reading material. There are two parts to the reading response: First you will write a summary that succinctly highlights the most important topics of the readings. There is no page limit for this, but typically no more than a 1-page summary will suffice. Second, you will provide a critical assessment of the reading. The assessment of the reading could include comments regarding a new insight you gained from the reading, a position made by the author that you agree or disagree with, a question about part of the reading that you didn't understand, or an assessment of the strengths/weaknesses of the author's claims. You will present and describe at least two major comments about the reading. On occasion, the instructor will also provide specific questions as 'food for thought' in your assessment of the reading.

In-class Assignments/Meeting briefs: You will complete a short activity sheet during the in-class mini-lab/activities, typically 5 to 10 questions relating to the equipment being used or professional skill we are working on. Some activities may require measurements, calculations or short answer responses. The purpose of the in-class assignments is to practice skills which you will be more rigorously graded on in larger assignments (e.g. lab reports, mid-terms, final presentations). You may turn in the assignment either at the end of class, or during the next class period if more time is needed to complete it. Meeting briefs are summaries of the presentations of the guest lectures. In meeting briefs, you will summarize topic discussed by the guest lecture and the important "take home messages."

Mid-term Essay Exam: You will have one week to complete a take home exam comprising of 3 or 4 short essay questions (typically 1-2 page responses) relating to historical material from the 1st half of the class. You will be evaluated on both

the content and the clarity of your writing. You will have an opportunity to revise your essays based on instructor feedback to improve your grade.

Lab Assignments/Reports: You will have three Saturday labs where in you will complete a major lab activity. You will also be required to provide a detailed report on field labs. Labs will be conducted in groups but reports will be submitted individually.

Final Paper and Presentation

During the last half of the semester we will be discussing a variety of current issues that you will likely need to deal with during your career. This assignment has multiple parts. (1) You will select an article of your choice, but get approved by the instructor (2) write and present its abstract (3) make a poster of the article and present, and (4) finally present the paper using PowerPoint presentation. This assignment will be done in groups of 2.

EVALUATION AND PERFORMANCE CRITERIA

<i>Assignment</i>	<i>% of final grade</i>
Reading responses	15
In-class activities/meeting briefs	15
Mid-term essay exam	20
Lab Reports	25
Final paper/presentation: (Total 25 points)	
1. Select an article of your choice	3
2. Abstract	6
3. Poster	8
4. Powerpoint presentation	8
Total	100

<i>Letter Grade</i>	<i>Numeric Value</i>
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	60-69
E	<60

A complete explanation of the UF Grading policies can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Excuses for late work and absences—Assignments submitted electronically by due date (as noted on assignment) are considered on time. After those specified times, late assignments will lose value at a rate of 10% for each subsequent day that it is late (**weekend days count too!**). In cases of extended illness, family emergencies or other special circumstances, arrangements to turn in late assignments must be made with the professor at least one day prior to the due date. Saturday labs are mandatory and can't be made up. In the event that a student does not attend a Saturday lab, a 10 page 'paper' researching the lab topic will be submitted in place of the Lab 'Report'. Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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>.

ACADEMIC HONESTY:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

In addition, plagiarism is taken very seriously at this institution, and can result in a reduced grade, failure of the course, and possible dismissal from the college. Plagiarism includes: 1) the direct use of any written material (including internet sites!!) without proper quotations and citation or 2) the submission of a document, in part or wholly authored by someone other than the student. Please note that we have specific software to determine if your work is plagiarized. It is up to the professor to evaluate the severity of any infraction and to determine the disciplinary action to be taken. The student should also be aware of his/her legal rights as defined in the Student Honor Code.

SPECIAL ACCOMMODATION:

"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."

SOFTWARE USE:

All faculty, staff and students of the University of Florida 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.

SERVICES FOR 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

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides 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.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- Student Mental Health, Student Health Care Center, <http://shcc.ufl.edu/smhs/>, 352-392-1171
- Sexual Assault Recovery Services, Student Health Care Center, <http://shcc.ufl.edu/care/>, 352-392-1161

STUDENT COMPLAINTS:

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

TENTATIVE SCHEDULE (SUBJECT TO CHANGE BY THE INSTRUCTOR)

Week (Date)	Topic	Reading	Assignment Due
Week 1 (Aug 26)	What is NRC? Definitions and overview Activity: PSC Path Tour- Observing the landscape		
Week 2 (September 2)	HOLIDAY (LABOR DAY)		
Week 3 (September 9)	Historical views of environment (18 th and early 19 th century) Video: The Greatest Good- Part I Activity: Intro to Forest Equip: (prism, dbh tape)	Thoreau- "Spring" chapter from <i>Walden</i>	Reading Summary1; In-class lab activity sheet
Week 4 (September 16)	Historical views (late 19 th century) Video: The Greatest Good- Part II Activity: Intro to For Equip: (Clinometer, etc)	Pinchot- <i>The Fight for Conservation</i> Ch IV and VII, Muir- <i>Steep Trails</i> Ch XIV	Reading Summary2; In-class lab activity sheet
Week 5 (September 23)	Historical views (Early 20 th cent.) Video: The Greatest Good- Part III Excel refresher- data mgt and making charts	Leopold- "The Land Ethic" "Conservation Esthetic",	Reading Summary3
Week 6 (September 30)	Historical views (Mid to late 20 th) Video: The Greatest Good- Part IV Activity: TBD	Leopold- "Wildlife in Amer Culture"	Reading Summary4
Week 7 (October 7)	Current views (1970 to now) Discussion: Contemporary natural resource conservation issues Activity: "English lab"- writing skills, developing essays	Rachel Carson " <i>Silent Spring</i> "	Reading Summary5; In-class lab activity sheet;
Week 8 (October 14)	Wildlife trapping demos – Barbara Almario		
Week 9 (October 21)	How to critically review scientific literature, public press, web, etc, Literature search, select and read a scientific article Activity: Meeting with a natural resource professional 1	In-class reading and discussion	EXAM 1 DUE; In class activity; Meeting briefs
Week 10 (October 28)	(MID TERM EXAM)		
Week 11 (NOV 4)	How to write an abstract; Activity: Meeting with a natural resource professional 2		Select an article Due; Meeting briefs
Week 12 (November 11)	HOLIDAY		
Week 13 (November 18)	Abstracts; Poster making Activity: Meeting with a natural resource professional 3/ Guest lecture		Abstract Due
Week 14 (November 25)	Poster Presentation Activity: Meeting with a natural resource professional 4-		Poster presentation
Week 15 (DEC 2)	Tale of two nations: India vs US;		Meeting briefs; Presentation Due

	Activity: Meeting with a natural resource professional 5/ Guest lecture		
Week 16 (December 9)	Activity: Meeting with a natural resource professional 6/ Guest lecture, Review of the course		Meeting briefs; Presentation Due;

LABS:TBD