Student Learning Outcomes Lecture and Laboratory:

- Following this course, a student should understand:
  
  - 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 dependent 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 dependent 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. Through lecture, fieldtrips and discussion boards, students will explore the integration of ecological principles with political and economic realities which are necessary for the management, restoration, and conservation of wetlands and the wildlife they support.
Instructor:
Debbie Miller, Ph.D.
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Email: dlmi@ufl.edu

Teaching Assistant:
Sherri Kraeft
Room: 4920
Telephone: (850) 728-4734
E-mail: sjkraeft@ufl.edu
Office Hours: By appointment

Office hours:
Mon. 2- 4:30 PM and Thurs. 2-4:30 (when not out of town).

I have an open-door policy but to make sure I’m available call or make an appointment. When I’m not available in the office cell phone calls are welcomed. Don’t hesitate to call and leave a message if you get my voicemail- I will get back to you as soon as possible.

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 at least 2-3 hours per week out of class for assignments, study time, and class/lab preparation.

Textbook:

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

Required: A field guide for bird identification. Recommendations:

Highly Recommended: WETLANDS, 5th Edition
William J. Mitsch and James G. Gosselink
Lecture and Lab:

Wednesday, 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, water birds 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 Tuesday 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 access 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:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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Points: Lectures 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) are reported and when possible documented (e.g. doctors note). I should be notified of your circumstance before the exam 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 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

Attendance and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work 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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-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.

Software Use:

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.

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, https://disability.ufl.edu

**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. If you are at the Milton campus, call the University Counseling & Wellness Center if you need help after 5:00 EST.

- *University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/

- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

**Student Complaints:**


- Online Course: http://www.distance.ufl.edu/student-complaint-process
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<tr>
<th>Week</th>
<th>Schedule</th>
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<tr>
<td>1</td>
<td><strong>Laboratory Schedule</strong>&lt;br&gt;<strong>Week 1</strong>&lt;br&gt;Waterfowl Identification&lt;br&gt;<strong>Week 2</strong>&lt;br&gt;Waterfowl Identification&lt;br&gt;<strong>Week 3</strong>&lt;br&gt;QUIZ 1 Waterfowl Identification&lt;br&gt;<strong>Week 4</strong>&lt;br&gt;QUIZ 2 Waterfowl Identification&lt;br&gt;<strong>February 1</strong>&lt;br&gt;Leaving at 3:00 AM and returning at 6PM&lt;br&gt;<strong>FIELD TRIP To St. Marks and Wakulla</strong>&lt;br&gt;Read: Chapter 16 267-331 and 18 Priceless Florida before the trip and pgs. 215-247; 175-197&lt;br&gt;<strong>Write-up</strong> – Field waterfowl ID, Coastal marsh classification/ management; Riparian and isolated wetlands&lt;br&gt;<strong>Week 5</strong>&lt;br&gt;QUIZ 3 Waterfowl identification&lt;br&gt;Subject for class exercise due&lt;br&gt;<strong>Week 6</strong>&lt;br&gt;No lab – Exam 1&lt;br&gt;<strong>Week 7</strong>&lt;br&gt;QUIZ 4 Waterfowl Identification&lt;br&gt;Waterbird identification&lt;br&gt;Write-up St. Mark’s and Wakulla due&lt;br&gt;<strong>February 22</strong>&lt;br&gt;Time TBA&lt;br&gt;<strong>FIELD TRIP – Wetland Delineation at UWF</strong>&lt;br&gt;<strong>Week 8</strong>&lt;br&gt;QUIZ 5 Waterbird Identification&lt;br&gt;<strong>Week 9</strong>&lt;br&gt;SPRING BREAK&lt;br&gt;<strong>Week 10</strong>&lt;br&gt;QUIZ 6 Waterbird Identification&lt;br&gt;Literature for class exercise due&lt;br&gt;<strong>Week 11</strong>&lt;br&gt;QUIZ 7 Waterbird Identification&lt;br&gt;Amphibian identification&lt;br&gt;Write-up Wetland Delineation due&lt;br&gt;<strong>March 28</strong>&lt;br&gt;Time TBA&lt;br&gt;<strong>FIELD TRIP - Area Wetlands at Eglin AFB</strong>&lt;br&gt;<strong>Week 12</strong>&lt;br&gt;No Lab – Exam 2&lt;br&gt;<strong>Week 13</strong>&lt;br&gt;QUIZ 8 Amphibian identification&lt;br&gt;<strong>Week 14</strong>&lt;br&gt;QUIZ 9 Amphibian identification&lt;br&gt;Write-up field trip # 3 due (April 8)&lt;br&gt;<strong>April 11</strong>&lt;br&gt;<strong>FIELD TRIP - TBD</strong>&lt;br&gt;<strong>Week 15</strong>&lt;br&gt;QUIZ 10 Amphibian identification&lt;br&gt;<strong>Week 16</strong>&lt;br&gt;Write-up field trip # 4 due – Monday</td>
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<tr>
<td>Week 1</td>
<td>Introduction and history Syllabus</td>
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<td>Week 2</td>
<td>Wetland Definition, Wetland and classification coastal /tidal</td>
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<td>Week 3</td>
<td>Coastal Wetland; Development and Loss; Ecosystem Service and Values;</td>
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<td>Wetland Status and Human Impacts</td>
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<td>Week 4</td>
<td>Wetland Birds Waterfowl Shorebirds Wading birds</td>
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<td>Week 5</td>
<td>Wetland Hydrology Part 1 Delineation Concepts</td>
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<td>Week 6</td>
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<td>Week 7</td>
<td>Wetland Hydrology Part 2</td>
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<td>Week 8</td>
<td>Wetland Soils and Biogeochemistry</td>
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<td>Week 9</td>
<td>SPRING BREAK</td>
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<td>Week 10</td>
<td>Wetland Presentations</td>
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<td>Week 11</td>
<td>Plant adaptations and Wetland development</td>
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<td>Week 12</td>
<td>EXAM 2</td>
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<td>Week 13</td>
<td>Amphibians and Reptiles</td>
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<td>Week 14</td>
<td>Mammals and Wetlands Wetland Ecosystems: Freshwater Wetlands (Marshes, Swamps, Riparian)</td>
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<td>Week 15</td>
<td>Freshwater wetlands</td>
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<td>Week 16</td>
<td>Wrap-up Review</td>
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<tr>
<td>May</td>
<td>FINAL EXAM; material since last lecture exam.</td>
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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 your 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 the week after spring break.