

University of Georgia
Warnell School of Forestry & Natural Resources (WSFNR)
FYOS 1001 Natural Resource Conservation Issues, Fall 2016 Semester

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Office Hours: By Appointment or Drop By
Credit Hours: One
Classroom: WSFR Building 1, Room 303, Class Hours: 11:15 – 12:05 p.m. Monday

Course Description

This course is designed to help students gain an understanding of the past, present and future natural resource issues facing natural resource management and conservation in America and around the globe. Students will develop an awareness of the scope and depth of existing research pertaining to the natural resources issues; practice in critiquing and discussing this research; and knowledge concerning how research is utilized by natural resource management in their planning and policy development. Students will also develop an awareness of the scope of issues facing our natural resources, while learning about appropriate research and management tools and solutions for addressing such issues.

Course Objectives

By the end of this course, students should be able to:

1. Discuss how our use of natural resources is changing in America and globally.
2. List and discuss the primary influences or factors that affect natural resources and conservation issues and their subsequent management.
3. Understand the concept of “human dimensions” as applied to natural resources.
4. Apply and critique different research methodological approaches which analyze and help solve various natural resource and conservation management issues.
5. Evaluate and support the use of particular research approaches for specific natural resources and conservation issues.
6. Discuss how research is actually applied, through real life experience, to real-world issues.
7. Develop an understanding of the "current issues and trends" affecting our natural resources and their conservation, and how these issues will affect natural resource managers in the future.
8. Present and support their opinions about select natural resource issues.

Textbooks

1. Readings will be posted on New ECL and assigned to particular students

Course Grading

- 10 pts 1st Student presentation – Global natural resource issue
- 20 pts Experiential Learning Assignment (Create, administer & collect data with a survey on a local natural resource conservation issue)
- 10 pts 2nd Student presentation – Local natural resource issue –Results of survey
- 10 pts Weekly discussions (1pt per each discussion, 4pts when leading)
- 15 pts Research article paper/Discussion
- 15pts Attend seminars or view films about natural resource conservation issues & write reflection blogs (3 @ 5pts) on seminars, workshops or films attended
- 20 pts Interview & write short paper about a professor, teacher, lecturer or staff member's research, teaching, service or work that interests you
- 100 pts

Up to 5 Bonus points may be earned & added to a student's total points

Grading Scale

A =92–100%	B+ =86–88%	C+ =76–78%	D =60-68%
A- =89–91%	B =82-85%	C =72-75%	F =Below 59%
	B- =79-81%	C- =69-71%	

Final grades will be available from the instructor by **December 12th, 2016**.

Special Accommodations

If you need accommodations because of a disability please make an appointment to see the instructors ASAP or before **August 29th, 2016**. Please let me know if you have a documented or undocumented disability or difficulty that could impact your ability to succeed in this class as I may be able to help you.

Academic Honesty

Students are directed to review UGA's policies & procedures on academic dishonesty, which can be found at <http://www.uga.edu/honesty/>. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. All students are expected to do their own work on all course assignments. Any student found cheating or plagiarizing will be subjected to university rules & policy decisions in respect to academic dishonesty. It is expected that all work handed in will be original. All students are responsible for maintaining the highest standards of honesty & integrity in every phase of their academic careers. The penalties for academic dishonesty are severe & ignorance is not an acceptable defense. All cell phones will be turned off or disabled during class. Use of a cell phone, PDA, video phone or other non-approved electronic communication device during a test or quiz shall be considered a violation of the UGA Student Honor Code & dealt with according to stated policy of the course & university.

Grading

A = recognizes **excellent** work, that is work that stands out in comparison to other students in UGA and elsewhere, now and in the past, and that might attract the interest and appreciation of others working in the field. The work is both competently presented and innovative. An "A" is typically reserved for a few elite individuals. Possible descriptors – superior, outstanding

B = acknowledges **competent** treatment of assigned material, which includes writing that is coherent, internally consistent and professionally presented (grammatically correct, etc.) as well as insightful and interpretive. The words “well done” are also used to recognize this level of work. A grade of "B" is reserved for students who exceed adequate performance and show considerable promise for being highly effective. Possible descriptors – proficient

C = acknowledges **adequate** work that is acceptable in the knowledge reflected but is either flawed in its presentation or lacking in insight and/or interpretation. The word “adequate” may be used to reflect this judgment. If students are using effective study habits and putting in an adequate amount of time (identified as at least 2 hours of study for every class contact hour), they should be able to achieve a "C" in a course. Possible descriptors –sufficient, satisfactory

D = acknowledges work that is inadequate but minimally **passable**. Possible descriptors – minimal, least possible that is passing

F = recognizes work that is **unacceptable**. A failing mark of "F" is reserved for a few individuals (many of whom receive this mark because of extenuating circumstances that create difficulties with time and concentration or a lack of effort). Possible descriptors - below minimum to pass

Expectations and Policies of the Instructor

1. *Attendance & Tardiness*: If you anticipate a need to miss class and wish to receive an excused absence, you must speak/email the instructors at least 24 hours in advance of the class. Any student with **Four, unexcused or undocumented, absences from class may be assigned a “WP” or “WF.”**

2. *Deadlines*: All assignments are to be handed in at the beginning of class on the date that they are due. Late assignments will be penalized **Five points** per class for two classes and thereafter will not be accepted.

3. *Assignments*: Must be APA format, 12pt. font, 1”margins, double-spaced & stapled.

4. This course and its materials are available online on New ELC. All students are expected to login to New ELC using their ‘UGA myID’ before each class and check updates to course information, announcements and course material.

Student Presentation

The class periods of **September 12th/19th, 2016** will be used for first student presentations.

Students will select a global natural resource issue, present an overview of the issue, provide different sides or viewpoints of the issue, present and support their own viewpoint and suggest a solution. Students are also expected to field questions about their presentations from students in class. **All topics must be approved by the instructor.** The format of the presentation will be:

1. Provide overview of global natural resource issue;
2. Provide different viewpoints or sides of the issue;
3. Provide own (student’s) viewpoint and suggest solutions; and
4. Lead discussion and answer brief questions from the audience.

Each student will be given 6-8 minutes for their presentations, plus 2 minutes for questions. Experiential Learning Assignment (Create, Administer & Collect Data with a Survey on a Local Natural Resource Issue)

Each group of students (3 per group) will create a short (2- page) survey pertaining to a local natural resource issue, which they will administer to and collect data from at least 30 students on campus. Class time will be assigned to help students create their surveys. **All topics must be approved by the instructor.**

Student Group Presentation

The class period of **October 31st, 2016** will be used for the second student group presentations. Student groups will collate and analyze their survey data on a local natural resource issue. Present an overview of the issue, findings from their survey and what they believe can be done to help reduce/improve this issue. Students are also expected to field questions about their presentations from students in class. The format of the presentation will be:

1. Provide overview of local natural resource issue;
2. Present overview of survey;
3. Present findings from the survey;
4. Discuss possible solutions to the issue; and
5. Lead discussion and answer brief questions from the audience.

Each student group will be given 8-10 minutes for their presentation, plus 2 minutes for questions.

Class Research Article Critique/Discussion

Students are to select a research article that relates to a natural resource issue. The article must have been published in a **creditable research journal or magazine since 2015**. Online versions of the articles are acceptable. Students are to write a paper that summarizes (0.5 page), critiques both sides of the issue (1.0 page), reflects their opinion of the issue and presents a possible solution (0.5 page). Papers must be APA style (with 12 point Times New Roman font, double-spaced, 1" margins throughout) and **Two pages** of text. Papers will be graded on how well each issue is critiqued (85% of credit), and on correct format, spelling, and grammar (15% of credit). Papers should be stapled with a cover sheet. **Students must submit a copy of their article along with their final papers on the day of the class discussion (November 14th, 2016) (as Word or PDF files)**. During class discussions each student will summarize their article, discuss both sides of the issue, share their evaluation (for about **Two to Three Minutes**, plus **One to Two Minutes for questions**) and initiate class discussions by asking thought provoking questions (class discussions will be graded based on these four criteria). The better prepared and enthusiastic you are, the better the discussions.

Class Participation/Discussion

Each student will be assigned **One Article** pertaining to a natural resource issue. Students will evaluate and critique the article, the research employed and form an opinion about the value of the research. Students should come to class prepared to discuss and support their reviews. Students should also come with some **prepared questions** related to the reading that are meant to stimulate class discussion.

Seminar/Workshop/Film Reflection Blog

Students will complete a reflection blog related to **3** seminars, workshops, events or films concerning a natural resource conservation and management issue. Students are to select seminars, workshops, events or films that are of interest to them and current. Students should

write a brief blog about the seminar, workshop, event or film (0.5 page), why the subject covered was important to them and what they thought of the subject. Students should conclude the blog by reflecting upon whether their view of the subject covered has changed, and if so how and why. **Dates for the posted Blogs will be announced in class.**

Interviewing a Professor, Researcher, Lecturer or Staff Member

Students are to select any professor, researcher, lecturer or staff member on campus whose research, teaching, service or career position interests them. They are to interview (20-30 minutes) their selected person about their research, teaching, service or job responsibilities and gain a strong understanding of their research, teaching, service or work and the importance it holds for UGA and/or society. Interview papers must be APA style (with 12 point Times New Roman font, 1” margins throughout, double-spaced) and be between **One and Two pages** of text (excluding cover sheet, appendices, etc). Papers should be stapled with a cover sheet (no binders, folders, etc). Papers are due no later than **11:15 a.m. Monday December 5th, 2016. However, students may submit their paper at anytime during the semester before the deadline.** Grading will be based on content, format & grammar.

Key Dates: (Might be Subject to Change)

Class Assigned Article Discussion	Dates to be assigned
Student Presentations (1 st)	September 12th/19th, 2016
Student Group Presentations (2 nd)	October 31st, 2016
Research Article Discussion & Paper	November 14th, 2016
Seminar/Workshop/Event/Film Reflection Blogs	Dates will be announced
Short Interview Paper	December 5th, 2016

Course Outline

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Topic	Readings
8/15	Introduction & Syllabus	
8/22	A Changing America (Guest Speaker Ms. Hartle – Library services & tools)	Changing Demographics..., Socioeconomic Forces...
8/29	Wilderness & Protected Lands (Guest Speaker Ms. Hildreth - Professions in natural resources)	Green, Barcott Man Who Planted Trees (video)
9/5	Labor Day – NO CLASS	
9/12	Student Presentations (1st)	
9/19	Student Presentations (1st)	
9/26	Managing Our Natural Resources (Guest speaker Matt Owens – GA DNR)	Plots Against Parks, Abbey Cordell & Green, 2010
10/3	Survey Design	
10/10	Wildlife-human Conflicts	Conserving Living Natural... Rednecks & Ecosystems
†10/17	Study Abroad at UGA (Learning about UGA’s Programs)	Marine Issues (video)

10/24	Nature-Deficit Disorder	Last Child Left in the Woods Larson, Green et al., 2010
10/31	Student Presentation (2nd)	
11/7	Invasive Species & Mega Fauna	Sharp, Green et al, 2011
11/14	Research Article Discussion & Paper	
11/21	NO CLASSES - THANKSGIVING	
11/28	Climate Change	Combat Global Warming (2)
12/5	Sustainability & Conservation of Our Natural Resources	Annapurna, Sustainable Development...
	Short Interview Papers Due (12:20pm) (Meet at Your Pie, Lumpkin St for Pizza, Bring Index Card of Questions)	

†Withdraw deadline is Tuesday October 18th, 2016

APA Cheat Sheet (Not all guidelines are covered)

1. Text:
 - Two pages max (excluding references, appendices, cover sheet)
 - Double-space everything (this is singled spaced)
 - Page numbers (upper right corner, starting on front page)
 - 12 point font (this syllabus is Times New Roman 12-point font)
2. References (example)
 - a) In reference section (example)
Green, G. T., Kleiber, D., & Tarrant, M. A. (2016). The effect of an outdoor adventure-based ropes-course program on the development of resiliency in low-income minority youth. *Journal of Parks and Administration, 18*(3), 76-97.
 - b) In text (example)
Environmental justice is a mandate of all federal land management agencies (Tarrant & Porter, 1999).
3. Levels of Headings
 - a) Types:
 - Centered Uppercase & Lowercase Heading
4. 1" margins throughout with maximum of 25 lines per page.
5. Title page: (centered on line and page)
 - RUNNING HEADER: (in caps)
 - Title
 - Submitted by:
 - Submitted to:
 - In partial fulfillment of Course requirement
 - FYOS 1001 Issues in Natural Resources and....
 - Date
6. Running header (an abbreviated title) - use as a header
- e.g., DRILLING FOR OIL IN ALASKA'S WILDLIFE REFUGES
7. **Plagiarism will result in a Fail ("F") grade**

Preparing and Making Presentations: Some Helpful Hints

- A. Organize Your Presentation
 - 1. Outline what you intend to say.
 - 2. Choose the order of the group presenter(s).
 - 3. Note the time limit.

- B. Presentation Ingredients
 - 1. Introduce team members.
 - 2. State your natural resource issue.
 - 3. Describe an overview of the issue. What approach did you use to examine it (background).
 - 4. What are your findings or thoughts on the issue.
 - 5. Suggest and support possible solutions.
 - 6. Close your presentation with a summary statement and ask if there are any questions.

- C. Helpful Hints
 - 1. Use the simplest language possible to get your points across.
 - 2. Rehearse your presentation (at least once, preferably twice).
 - 3. Be serious -- think of it as a professional situation simulation.
 - 4. Be confident -- if you are insecure about what you have to say, you are not ready to say it. You should be the authority.
 - 5. Do not make assumptions in your presentation. Explain concepts and define terms so you do not alienate your audience.
 - 6. Do not be afraid to say "I don't know."
 - 7. Do not be overly defensive when answering questions.
 - 8. Use visual aids, have print large enough and dark enough so the audience can read it. Check all spelling carefully!

Bio Sheet For Students (Complete and give to Dr. Green)
Odyssey- Natural Resources Conservation Issues Fall 2016

Name: _____

Major: _____

Hometown: _____

Why are you taking this class:

What do you hope to learn from this class:

Is there a natural resource topic that you would like to learn more about and discuss in class that is not covered in the syllabus?

Favorite Candy: _____

Top 3 Movies: _____

Top 3 Books: _____

Favorite Music/Artists:

Hobbies/Interests: _____

Something Interesting About You:
