



Oregon State University
Ecampus

Course Syllabus

FES 365 - *Issues in Natural Resources Conservation*

Course: FES 365

Credits: 3

Instructor: Dave Stemper

Instructor's email: stemperd@oregonstate.edu

Instructor phone number: 503-828-6347



Course description

This course introduces students to current issues in natural resources conservation, with focus placed on evaluating facts and opinions related to those issues. We take an interdisciplinary approach to our consideration of natural resource issues, utilizing historical, economic, political, and ecological perspectives. As we explore natural resources, emphasis is placed on forests, soils, water, and potential sustainable carrying capacity. We examine human use and management of a variety of natural resources, and explore some basics of terrestrial and aquatic ecology along the way. The course examines interrelationships between local utilization and management of natural resources and the formation of national and global issues in conservation.

Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Canvas

This course is delivered via Canvas (Canvas), your online learning community, where students and instructor interact with one another. You will access the learning materials within the course site, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Technical Assistance

FES 365 is an online course. You will need frequent access to a computer with a reliable internet connection. In the course site, you will find streaming media (requiring speakers or headphones), online readings, and discussion forums. You will also need word processing software, preferably with grammar and spell-check functions, in order to complete written assignments.

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support

This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the Information Services (IS) Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Learning Resources

There is one required textbook for this course:

- **A Rulebook for Arguments, 4th ed.** 2009. Anthony Weston. Hackett Publishing Company, Inc. ISBN 978-0-87220-954-1

You DO NOT need to purchase the book, as it is available for download on the course Canvas site.

Note to prospective students: If you would rather purchase a hard copy of the book for yourself, please check with the OSU Bookstore for information on availability ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Student Learning Outcomes

During this course, students will:

1. Analyze the origins, historical contexts, and implications of contemporary global issues. (Mastery assessed in Midterm and Final Exams)
 - a. *Analyze the origins, historical contexts, and implications of global issues surrounding the sustainability and conservation of natural resources.*
 - b. *Describe global trends in environmental conditions as well as the drivers of ecosystem change and degradation.*
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach. (Mastery assessed in Discussions, Midterm and Final Exams, and Argumentative Essay)
 - a. *Identify ecosystem services and describe the relationship between societal use of natural resources and the sustainability of ecosystem services.*
 - b. *Describe how ethics influence human interactions with the environment and the sustainability of natural resources.*
 - c. *Recognize both the challenges and the opportunities associated with the use of markets and government policies to conserve natural resources.*
 - d. *Explain and describe basic terrestrial and aquatic ecology and ecological processes, with an emphasis on soil, freshwater, and forest conservation.*
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support. (Mastery assessed in Article Review, Short Arguments, and Argumentative Essay)
 - a. *Evaluate the arguments, facts, and opinions that enter natural resource conservation debates.*
 - b. *Craft clear and reasoned arguments and write an evidence-based, argumentative essay on a topic in natural resource conservation.*

Baccalaureate Core

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Synthesis category under 'Contemporary Global Issues'. We take an interdisciplinary approach to our consideration of the origin and nature of natural resource issues, utilizing economic, ethical, political, and ecological perspectives. We will apply critical thinking skills to the analysis of issues in natural resource conservation. Learning outcomes for Synthesis in Contemporary Global Issues are listed above (Learning Outcomes 1, 2, and 3).

Evaluation of Student Performance

Discussions (3)	30 points (10 points each)
Article Review	20 points
Forest Map Exercise	20 points
Extended Argument:	
* Short argument	10 points
* Peer Review	20 points
* Extended argument	50 points
Midterm Exam	30 points
Final Exam	50 points
Total	230 points

Letter Grading

Grade	Percent Range
A	94-100
A-	90-93
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	<59

Modules & Due Dates

This course is broken into weekly Canvas Modules, paralleling the 11 weeks of our summer session. Each 'week' will take us from Monday through Sunday. The modules are not made available all at once, but rather on a week-by-week basis. Module 2 will become available near the end of week 1, Module 3 near the end of week 2, etc. I do this to ensure that we all move through the course together. Also, please keep in mind that *there is flexibility inherent to the schedule, and your instructor may make minor adjustments as the term proceeds.*

Typically, assignment due dates will coincide with a Sunday evening. For example, contributions to our first course discussion must be completed no later than midnight Sunday of the first week of the term. Assignment due date reminders may be disseminated via Canvas announcements and/or emails.

Course Schedule*

Week	Topics	Readings & Learning Activities	Assignments
1 <i>June 20-26</i>	*Intro to NR conservation *Intro to argument *Focus topic: Ecological footprint accounting	Text: Intro & Ch. I Canvas: 1) Ecosystems & Human Well-Being_2) Planetary boundaries: Guiding human development on a changing planet	Class discussion
2 <i>June 27 – July 3</i>	*Ethics, values & conservation *Thinking critically about argument	Text: Ch. II & IV Canvas: 1) Intro to Environmental Ethics, 2) Environmental Ethics, 3) The Land Ethic	Class Discussion
3 <i>July 4-10</i>	*Natural resource economics *Fallacies in argument	Text: Appendix 1 Canvas: 1) The Tragedy of the Commons 2) Economics for a Full World 3) Ecosystem Services, the economics debate	Article Review
4 <i>July 11-17</i>	*Environmental policy *Deductive argument	Text: Ch. V & VI Canvas: 1) Natural Resource Management-Challenges and Policy Options, 2) Behavioral assumptions of policy tools	Class discussion (Argument topic)
5 <i>July 18-24</i>	*Soil science *Soil degradation *Extended arguments *Focus topic: Desertification	Text: Ch. VII Canvas: Global Soil Resources Video: Symphony of the Soil	Midterm Exam
6 <i>July 25-31</i>	*Agriculture and soil resources *Argumentative essays *Focus topic: phosphorous depletion	Text: Ch. VIII Video: Cation Exchange Interactives: 1) Nitrogen & Agriculture, 2) The Terrestrial Nitrogen Cycle	Short argument
7 <i>August 1-7</i>	*Freshwater ecology *Nutrient loading and eutrophication *Focus topic: Dead Zones	Canvas: Eutrophication, Causes, Consequences, and Controls in Aquatic Ecosystems Video: Ecosystem Stock and Flow	Peer Review

Week	Topics	Readings & Learning Activities	Assignments
8 <i>August 8-14</i>	*Global Water Resources *Human use of water *Focus Topic: Aquifer depletion	Canvas: All about Water: Earth's blood Video: Interactive Roles of Surface Water and Ground Water	Class Discussion
9 <i>August 15-21</i>	*Forest ecology *Deforestation *Biodiversity *Focus Topics: Land conversion to palm plantations	Canvas: The Root of the Problem_Ch. 1 & 6	Forest map exercise
10 <i>August 22-28</i>	*Forests and Carbon *Focus topic: Carbon storage in boreal forests	Canvas: A Synthesis on the Science of Forests and Carbon for the U.S.	Extended Argument
Finals Week		<i>Your instructor will spend this week grading student reports and exams.</i>	Final Exam

* Schedule may be modified slightly as the course proceeds. Students will be informed of any changes.

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility and autonomy in online courses, this is not a completely self-paced course. When a discussion takes place, you will need to participate on two separate days that week; your initial post due mid-week, with an additional post due by the end of the ensuing weekend.

Late Work Policy

- Discussions and short argument assignments will not be accepted after the due date.
- Article Reviews and/or Argumentative Essays turned in after the due date will be penalized 10% (one letter grade). To receive partial credit, they must be submitted no later than three days after their due date.
- Exams can be postponed for reasonable need, so long as I am informed **via phone** no later than one day before the due date.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (e.g. death in family, major illness or injury, birth of your child), and if the student has turned in 80% of possible points (i.e. everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; contact your instructor right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this

class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course have been deemed accessible. If you require more specific accommodations, please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

- b) It includes:
- i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.
 - v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu. The Oregon State [Online Writing Suite](#) is also available for students enrolled in Ecampus courses.

TurnItIn

Your instructor may ask you to submit one or more of your writings to TurnItIn, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. TurnItIn generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through TurnItIn, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through TurnItIn for this or any class will be added to the OSU TurnItIn database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: TurnItIn – What is it?](#)

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Student Assistance

Communication / Contacting the Instructor

During the work week the best way to contact me is by email [stemperd@oregonstate.edu]. If you have a course-related question, please post it to the ‘Q&A Discussion Forum’ located in the Canvas ‘Discussions’ area. This way, the entire class may benefit from our conversation. Then, please contact me privately for matters of a personal nature.

Please check the Canvas Announcements area, the course syllabus, and the Canvas Discussions Area before asking general ‘housekeeping’ questions (i.e. where do I submit the assignment?). If you can’t find your answer or need more clarification, then please contact me.

I typically respond to course-related questions posed Monday-Friday within 24-36 hours. However, I may not check email quite as often over the weekend. It is possible that communications sent or posted after Friday afternoon may not be answered until the following Monday. Not probable, but possible. If you need to contact me on the weekend, contact me by phone: 503-828-6347. Call during the day, or text at any time.