Oregon State University
Ecampus

Course Name: Consensus and Natural Resources
Course Number: FES 485/585
Credits: 3
Instructor name: Dr. Janean Creighton
Instructor email: Janean.creighton@oregonstate.edu

Course Description
Students will use a working group approach. They will select a natural resource topic, study the team process and interaction as a method of learning, explore the issue using systems practice, and strive for consensus on solutions to their issue.
(Bacc Core Course: Synth, Sci/Tech/Soc)

Prerequisites or Corequisites None

Course Overview
This course highlights multi-stakeholder collaboration in the natural resource field. It examines selected natural resource topics and explores issues through adaptive planning processes, particularly collaborative and consensus building strategies for reaching agreement among multiple parties.

This course fulfills the Baccalaureate Core Synthesis requirement for Science, Technology, and Society. It does this by considering both ecological and social perspectives in natural resource planning and enhancing teamwork and communication skills. Students will have the opportunity to critically analyze relationships between diverse stakeholders, natural resource management practices, scientific information, and social processes, and will learn how to: 1) be effective participants on natural resource collaborative planning teams, and 2) successfully engage stakeholders (other agencies, local organizations, and citizens) in communities to reach consensus and make decisions that are supported by multiple interests.

Baccalaureate Core Student Learning Outcomes
Science, Technology, and Society (STS)

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support. (Minimum of one >1,250-word written assignment that develops and sustains a critical perspective using evidence and a multidisciplinary approach).

Course Specific Student Learning Outcomes

The course is designed to promote a better understanding of how federal, state, and local agencies, citizen groups, organizations, businesses, and private landowners can work cooperatively on natural resource issues. These collaborative initiatives often lead to more durable, well supported natural resource decisions. Upon completion of this course, students will be better able to:

1. Demonstrate an understanding of complex social values and the political, economic, and ecological context within which natural resource decisions are made.
2. Assess how diverse stakeholder groups use scientific information in natural resource conflicts and collaborative decision-making processes.
3. Develop communication skills for the professional workplace and for building successful community-based consensus on natural resource issues.
4. Evaluate the underlying social and ecological roots of natural resource conflicts and the role of collaborative management strategies in addressing these challenging problems.
5. Examine concepts of stakeholder involvement built on leadership that ultimately lead to effective management decisions.
6. Identify the range of organizational and community resources for building consensus and sound decisions, including local knowledge about issues and places.
7. Explain the role of expectations among stakeholders and the importance of assessing tradeoffs.
8. Identify barriers to reaching consensus as well as steps to overcome them.
9. Develop/improve writing skills suitable for project planning within a natural resource organization.

Graduate Student Expectations and Additional Learning Outcomes (FES 585)

Graduate student work is expected to be significantly more rigorous in both depth of study and methodology than students enrolled in FES 485. Graduate students are asked to synthesize theoretical and practical dimensions of collaborative natural resource management and communicate this advanced understanding in all written assignments. In addition, graduate students will conduct individual research on a complementary topic, present their findings to the class, and facilitate one online discussion board. Upon completion of this course, graduate students will be able to:

1. Synthesize theoretical and practical dimensions of collaborative natural resource management.
2. Evaluate the effectiveness of different consensus approaches and determine the best parameters for each approach.
3. Enhance group facilitation skills and promote effective teamwork strategies.
4. Analyze complex natural resource conflicts and identify how diverse stakeholder groups can work together to find common ground.

Learning Resources
There is **no required textbook** for the class. All course readings will be available on the Canvas course website. Course learning resources include the following:

- Required readings—many of which are directly suited to a management audience
- PowerPoint presentations
- Role play and other class activities
- Video clips
- Discussions that involve an advanced level of critical thinking

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, and exercises. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support 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 IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk online.

Course Adaptability
The instructor retains the right to make changes to the structure and content of the course as needed. Please contact the instructor if you are planning on "working ahead" of the schedule as future weeks may be modified during the term.

Communication
Please post all course-related questions in the Question & Answer Discussion Board so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within seven to ten days of the due date. Please note that the instructor's role does not include troubleshooting technical difficulties such as problems downloading or opening online files.

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

Evaluation of Student Performance
Course grades are based on four components: *1) two written assignments, 2) a group project plan, 3) level of engagement and participation in the weekly online discussion forums, and 4) role play and other class exercises.* Additional details

about class assignments will be provided. Your completion of these requirements will enable you to accumulate points that will determine your final grade in the course.

1. **Written Assignments**

   There are two writing assignments spread throughout the term to help you express your thoughts in a manner useful in the professional workplace. Therefore, writing for this course should be suitable for other natural resource professionals and stakeholders. This requires high quality written assignments that are thoughtful, articulate, and demonstrate a strong understanding of class material. The assignments require students to synthesize information about the social and ecological dimensions of natural resource conflicts and how consensus-building among multiple interests can help resolve these problems. Students will incorporate "real-world" natural resource case studies in all the assignments. The written assignments will include two papers (5 pages in length, double-spaced). Each paper assesses students' achievement of student learning outcomes, with a special emphasis on the Baccalaureate Core STS student learning outcomes #1, #2, and #3. The "Solving Social Acceptability Issues to Help Build Consensus Assignment" is a 5-page paper that meets the >1,250-word written assignment requirement for the Baccalaureate Core STS student learning outcomes.

2. **Project Plan**

   Students will be involved in a collaborative project that culminates in a team report (8-10 pages of text) due at the end of term. Each student will be assigned to a three or four-person team. Students will develop an interagency strategy for community outreach for a large-scale forest restoration program. It will require students to assess the social and ecological dimensions of forest restoration and create a public outreach strategy using a collaborative, multi-stakeholder approach. Additional information on project details and expectations will be provided during Week 2. Everyone is expected to have a role and all team members will receive the same grade. Students will be assessed using both course-specific and STS student learning outcomes. In particular, STS student learning outcomes #1 and #3 will be emphasized during assessment.

3. **Weekly Online Discussion Forums**

   Each week our course content will include an online discussion forum to further learning from lectures, readings, video clips, and other activities. I will award active, informed, and genuine participation via your posts in discussions. Each week at least three substantive posts will be required. Please read and pay attention to the Discussion Forum Guidelines outlining detailed requirements for your participation in our weekly discussion forums. Typically, your first post is expected by Wednesday evening and additional posts are due by Sunday evening. Students will be assessed using both course-specific and STS student learning outcomes.

4. **Role Play and Class Exercises**
   Students will participate in several role play and class exercises throughout the term. These exercises will allow students to become familiar with different stakeholder perspectives and the challenges in developing consensus among diverse stakeholder groups. Students will be assessed using both course-specific and STS student learning outcomes.

Grading Scale

Grade	Percent Range
A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

<u>Undergraduate</u> Grade Basis

Written Assignments (2 x 10%)		20%
Weekly Online Discussion Forums (8 x 3.75%)		30%
Project Plan		25%
Role Play & Class Exercises		25%
	Total	100%

GRADUATE STUDENTS (585)

Summary of FES 585 Assignment Augmentation

Course grades for graduate students are based on five components. In addition to the four components listed above, each graduate student will conduct individual research on a topic related to collaborative natural resource management, present their findings to the class, and facilitate one online discussion board. This provides an opportunity for students to integrate additional theoretical components with course topics. Students will be assessed using graduate student learning outcomes, with special emphasis on #1, #3, & #4. The presentation and online discussion board assignment will be discussed in more detail during Week 1.

Graduate students are expected to produce professional written assignments that demonstrate a firm understanding and analysis of the theoretical and practical dimensions of collaborative natural resource management. Students will be assessed using graduate

and course-specific student learning outcomes. Special attention will be placed on graduate student learning outcomes #1, #2, and #4 for all written assignments.

Additional requirements are also required for the project plan. Students will be assessed using graduate and course-specific student learning outcomes. Graduate student learning outcomes #1, #2, and #4 will be emphasized during assessment. The grading scale for FES 485 and FES 585 is the same.

Graduate Grade Basis

Written Assignments (2 x 10%)		20%
Weekly Online Discussion Forums (8 x 3.75%)		30%
Project Plan		15%
Presentation & Class Facilitation		10%
Role Play & Class Exercises		25%
	Total	100%

Course Policies

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course.

Class Expectations
In order to create an environment in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- Students should be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Adhere to all OSU policies governing academic honesty as outlined at the Office of Student Conduct and Community Standards website.

Late Work Policy
Late work will be penalized 10% for each day an assignment is late. Final projects will not be accepted if they are late. Extensions may be granted for extenuating circumstances (e.g. major personal illness, family emergency) – contact the instructor as soon as possible.

Incompletes

Take this course only if you plan to finish it in a timely manner during this term. The instructor will assign an "I" or incomplete only when a student has communicated a strong and compelling case for doing so (e.g. health reasons, military commitment). The instructor cannot assign an "I" or incomplete unless a student has completed over 50% of assigned course tasks. An incomplete or "I" must be resolved in 12 months or less.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the Religious Accommodation Process for Students.

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.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (https://beav.es/codeofconduct). 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
Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a tutorial on academic misconduct, and you can also refer to the OSU Student Code of Conduct and the Office of Student Conduct and Community Standard's website for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

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 are accessible. If you require 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.

Diversity, Equity, and Inclusion
As a course focused on consensus and natural resources, this class addresses many issues of diversity, equity, and inclusion. Within this classroom and in all classroom interactions, respect for each other and for our occasionally differing viewpoints is essential. While people may disagree, an absolute requirement in this course is to treat each other with empathy, dignity and respect. It is important that we create a learning environment in which everyone feels safe and respected (which in-turn increases everyone's potential to learn). We, like many people, are still in the process of learning about diverse perspectives and identities. I will work to be as forthright and respectful as possible in considering a diversity of perspectives and identities, and ask that you do so as well. We will work together to create an inclusive learning environment. This means holding each other accountable to this

commitment. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it. I believe the learning environment should honor your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, if you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let me know.

Tutoring and Writing Assistance
TutorMe 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. TutorMe 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 TutorMe from within your Canvas course menu.

The Oregon State Online Writing Suite is also available for students enrolled in Ecampus courses.

Ecampus Reach Out for Success
University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success.

Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

- **For mental health:**
  Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

- **For financial hardship:**
  Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Academic Calendar
All students are subject to the registration and refund deadlines as stated in the Academic Calendar: https://registrar.oregonstate.edu/osu-academic-calendar.

Student Evaluation of Courses
During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of 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.

Course Content
The course week begins on Monday and ends the following Sunday at 11:59 pm.
Note: This syllabus may be updated during the term.
Complete reading citations and assignment descriptions are available in Canvas.
Discussions require initial posts by Wednesday at 11:59 pm and response posts on the following Sunday at 11:59 pm. Most assignments are due Sunday at 11:59 pm.
Be sure to check Canvas for all assignment details and updates.

Week	Topic	Readings & Assignments
Week 1 Jan 3 – Jan 9	Course Overview & Defining Collaboration	**Readings** • Margerum (2011) pp. 6-9 • Wondollect & Yaffee (2000) pp. 23-25 • Forester/Folk-Williams (2013) Chapter 9 **Learning Activities** • Introductions Discussion Post • Review Course Information • PowerPoint Presentation • Watch Videos • Week #1 Class Discussion **Assignments** • Week #1 Class Discussion posts
Week 2 Jan 10 – Jan 16	Engaging Diverse Communities in Collaborative Initiatives	**Readings** • Rongerude & Sandoval (2016) • Reo et al. (2017) • Klamath Basin Case Study (2021) **Learning Activities** • PowerPoint Presentation • Watch Videos • Role Play #1 • Week #2 Class Discussion **Assignments** • Role Play #1 posts • Week #2 Class Discussion posts
Week 3 Jan 17 – Jan 23	Stories From the Field & Citizen-Agency Partnerships	**Readings** • Innes & Booher (2010) pp. 35-38, 41-52 & 72-80 • Shindler & Gordon (2005) **Learning Activities** • PowerPoint Presentation • Watch Videos • Role Play #2

Week	Topic	Readings & Assignments
		• Week #3 Class Discussion **Assignments** • Role Play #2 posts • Week #3 Class Discussion posts
Week 4 Jan 24 – Jan 30	Social Acceptability	**Readings** • Shindler et al. (2002) • Maleki (2008) **Learning Activates** • PowerPoint Presentation • Watch Videos • Role Play #3 • Week #4 Class Discussion **Assignments** • Role Play #3 posts • Week #4 Class Discussion posts
Week 5 Jan 31 – Feb 6	Effective Facilitation & Public Involvement	**Readings** • Forester/Beutler (2013) Chapter 4 • Oliver (2011) • Margerum (2011) pp. 84-94 **Learning Activates** • PowerPoint Presentation • Watch Videos • Week #5 Class Discussion **Assignments/Exams** • Assignment #1 due • Week #5 Class Discussion posts
Week 6 Feb 7 – Feb 13	Dealing With Conflict & Collaboration Challenges	**Readings** • Conway (1999) • Fraidenburg & Strever (2004) **Learning Activities** • PowerPoint Presentation • Watch Videos • Role Play #4 • Week #6 Class Discussion **Assignments** • Role Play #4 posts • Week #6 Class Discussion posts
Week 7 Feb 14 – Feb 20	Communication Strategies	**Readings** • Moser (2010) • Kelly (1994) **Learning Activities** • PowerPoint Presentation • Watch Videos • Week #7 Class Discussion

Week	Topic	Readings & Assignments
		Assignments • Assignment #2 due • Week #7 Class Discussion posts
Week 8 Feb 21 – Feb 27	Incorporating Traditional and Local Ecological Knowledge	**Readings** • Innes & Booher (2010) pp. 176-183 **Learning Activities** • PowerPoint Presentation • TEK Presentation by Dr. Chisholm Hatfield • Watch Videos • Week #8 Class Discussion **Assignments** • Week #8 Class Discussion posts
Week 9 Feb 28 – Mar 6	Oregon Partnerships	**Readings** • Wiley et al. (2013) • Oregon Solutions (https://orsolutions.org/projects) **Learning Activities** • Watch Video • Week #9 Class Discussion **Assignments** Week #9 Class Discussion posts
Week 10 Mar 7 – Mar 13	Graduate students independent project presentations	**Readings** • None **Learning Activities** • Watch at least 3 Video presentations **Assignments** Week #10 Case Study Discussion posts

Week 11	Finals Week (there is no formal final for this class)	**Assignments** • Submit Final Team Project (only one submission for each team) Due: March 14, 2020 • Complete Team Peer Review. Due: March 13, 2020