

## NR 201 – Managing Natural Resources for the Future

<b>Term:</b>	Fall 2022
<b>Time:</b>	Tuesdays & Thursdays 10:00 – 11:20 a.m.
<b>Location:</b>	Wiegand Hall 106
<b>Credits:</b>	3
<b>Instructor:</b>	Dr. Xiangyou (Sharon) Shen ( <i>She, Her, Hers</i> ), Email: <a href="mailto:sharon.shen@oregonstate.edu">sharon.shen@oregonstate.edu</a>
<b>Office Hours:</b>	Thursdays 3:30 – 5:00 pm, or by appointment @ <a href="#">NR 201 Office Hour Zoom Meeting Room</a> (use “waiting room” function, password: Sharon)
<b>Teaching Assistant:</b>	Anthony (Tony) Vitale ( <i>He, Him, His</i> ), Email: <a href="mailto:vitalean@oregonstate.edu">vitalean@oregonstate.edu</a> Cody Wainscott ( <i>He, Him, His</i> ), Email: <a href="mailto:wainscoc@oregonstate.edu">wainscoc@oregonstate.edu</a> Appointment by email for TAs



### Welcome to NR 201

Welcome to Managing Natural Resources for the Future! This is an interdisciplinary course for any students who are interested in learning about how natural resources are managed in the Pacific Northwest (PNW). Over the course of the fall term, we will hear from experts from across a diversity of natural resource fields, and explore complex and major issues involved in managing natural resources of the PNW. We will discuss fundamental concepts of natural resources, learn how top experts address different natural resource problems, and consider international perspectives on natural resource conservation. We will also explore different career paths in natural resources that hopefully will inspire you to choose and/or continue in natural resource management and conservation as a career.

### Course Description

This class provides an overview of the complexities involved in managing natural resources of the Pacific Northwest, exposure to major natural resource issues of the region, and development of critical thinking skills useful in seeking solutions. Through a series of guest lectures from experts across diverse fields, we will learn about the ecosystems and habitats of the PNW and the evolution of federal forest policy that has deeply influenced the region; we will explore species conservation (e.g., northern spotted owl, grey wolves, native pollinators, Coho salmon) in relation to timber production, trophic cascades, fire management, dams and dam removal, and climate adaptation; we will discuss the preservation of old-growth forest, the restoration of the Willamette Valley prairies, traditional ecological knowledge and collaborative landscape restoration; we will reflect on recreational use of natural resources and its impact, and explore community livelihood and rural development issues in the context of ecotourism and community-based natural resource management. The course concludes with an integrative, forward-looking discussion of climate change and its far-reaching implications for natural resource management.

### Learning Outcomes

After completing this course, you will be able to:

- Identify and describe ecological, social, economic and political dimensions of several major natural resource issues that you are likely to face in your career.
- Identify and describe key characteristics and processes that characterize renewable natural resources of Oregon.
- Discuss guiding principles and/or techniques used to help solve natural resource issues.

- Describe key skills and abilities necessary to become a successful natural resource specialist.
- Compare and contrast potential solutions to various natural resource issues.
- Apply critical questioning and thinking skills to natural resource issues.

In addition to the above learning outcomes, this class will help students develop some key career readiness and competencies as identified by the Natural Association of Colleges and Employers (NACE). These are essential skills and qualities that employers look for when making hiring decisions. Specifically, the class activities and coursework will help you develop or enhance the following competencies:

- **Communication:** Through participating in regular in-class discussions with peers, conversations with visiting guest speakers, and two writing assignments, you will practice and gain confidence in articulating thoughts and ideas clearly and effectively in written and oral forms.
- **Critical Thinking and Problem Solving:** You will practice critical thinking and problem solving through two writing assignments, wherein you will conduct independent research to (1) obtain and integrate knowledge and data from multiple sources, (2) analyze and critically synthesize different perspectives and management approaches, and (3) propose solutions that demonstrate sound reasoning and/or originality.
- **Teamwork and Collaboration:** Through small-group discussions and peer-review activities, you will learn to work collaboratively and productively with others, express and respect different viewpoints, and contribute to the diversity and creativity that is the strength of team work.
- **Career and Self-Development:** Through the Career Exploration Report assignment, you will identify key competencies or skills required to pursue your desired job or graduate program upon graduation, or, if you are uncertain about a career path yet, identify where and how to find resources that will further your professional exploration. You are encouraged to take a proactive approach to your professional development by integrating the knowledge you gain through this assignment and additional resources provided in this class into your career planning and preparation through the remainder of your time in OSU.

You can learn more about these competencies and how to include them in your resume using this [resource](#) from the [OSU Career Guide](#) provided by the [OSU Career Development Center](#). More career resources are provided on Canvas under the Resources module. You are also welcome to discuss these with me by coming to office hours.

### Course Website

Canvas ([oregonstate.instructure.com](https://oregonstate.instructure.com)) course site will host all readings, assignments, quizzes, and lecture materials associated with this class. We will also use Canvas for electronic submission of all assignments and quizzes. In the (unlikely) event that an online class meeting is held in place of an in-person class meeting, students can also access the class zoom meeting link through the course website.

### Readings

*There is no textbook for this course.* Readings will be assigned during the term and posted on the Canvas course site (under the Modules tab). Readings are associated with individual lectures to prepare you for each lecture and gain relevant background understanding related to class assignments, including:

- “**Read before Class**” readings are expected to be read before class, and will be referred to on occasion in in-class learning activities.
- “**Resource**” readings provide additional resources for students to learn more about a particular topic following the lecture. These readings will be particularly useful for completing major writing assignments.

### Typical class format

Each class meeting will last 80 minutes, and is typically organized as below:

- 8-10 minutes – logistics/intro to the day’s topic
- 45-50 minutes – presentation/lecture
- 15-20 minutes - discussion and/or activity. Discussions and activities will strive to develop critical questioning and thinking skills within the context of natural resources, through questions to presenters, class and small-group discussions, and short writing exercises.

### Course Requirements

- (a) **Quizzes:** There will be no mid-term or final exams in this class. Instead, we will have eight small, weekly *open-book* and *timed* quizzes to test your knowledge and comprehension of material primarily from the lectures from the previous week (or since the previous quiz). Each quiz will contain a mix of multiple-choice, short written-answer, and long written-answer questions. The emphasis will be on testing your understanding of issues and your ability to think critically across them, and less on memorizing facts.

*Weekly quiz time: Typically from noon – midnight, Friday (Pacific)*

*Note: Starting from Week 1, expect a quiz every Friday except for Oct 14 (Week 3), and Nov. 25(Week 9)*

To facilitate timely grading and release of quiz answers to the class, **late submissions are not accepted for this assignment.** Please discuss exceptions (e.g., severe illness) with the instructor in advance, also see exceptions under Students with Disability.

- (b) \* **Career Exploration Report:** Gather information to help you determine what natural resource field is of the most interest to you, and the skills you will need to obtain a career in the field of your choice. You have 3 weeks working on this assignment. Key dates are below:

<i>Task</i>	<i>Date (PST)</i>	<i>Note</i>
<i>Introducing Assignment</i>	<i>In class, Tuesday, Oct. 11</i>	<i>Read instructions before class, bring questions</i>
<i>Outline draft due for instructor/TA review</i>	<i>11:59 pm, Monday, Oct. 17</i>	<i>Submit on CANVAS</i>
<i>Assignment due</i>	<i>11:59 pm, Monday, Oct. 31</i>	<i>Submit on CANVAS</i>

- (c) \* **Natural Resource Issue Paper:** Utilizing the principles presented by two or more of speakers, compare and contrast different approaches to natural resources management. Can you draw out similarities or guiding principles used in multiple lectures or across natural resource management issues? Are there unique contexts that require differentiated approaches? You have about 5 weeks working on this project. Key dates are below:

<i>Task</i>	<i>Date (PST)</i>	<i>Note</i>
<i>Introducing Assignment</i>	<i>In class, Tuesday, Nov. 1</i>	<i>Read instructions before class, bring questions</i>
<i>Outline draft due for instructor/TA review</i>	<i>11:59 pm, Monday, Nov. 14</i>	<i>Submit on CANVAS</i>
<i>Draft due for peer review and group work</i>	<i>In class, Thursday, Dec. 1 (last class meeting)</i>	<i>Revise, bring a printed copy or have it on a laptop for peer review</i>
<i>Final draft due</i>	<i>11:59 pm, Sunday, Dec. 4</i>	<i>Revise, submit on CANVAS</i>

\* **Assignments b & c:** more detailed instructions will be provided when the assignment is introduced during the term. All writing assignments must be typewritten. Please **Use APA style guide** to format and provide references in your work (see page 8 in this Syllabus). Submission guidelines:

- **All intermediate drafts:** On-time submissions receive extra credits! (see Grading).
  - **In-class peer review sessions:** Don't forget bring a printed copy of your work to class or have it ready on a laptop in order to receive feedback from your classmates.
  - **Final draft:** Please submit on time! Late electronic submissions will be accepted within three days of the due date; an automatic 0.5% per day deduction will apply to unexcused submissions. If you anticipate a problem meeting the deadline due to extenuating circumstances, please contact the instructor ASAP before the due date. Please also see exceptions under Students with Disability.
- (d) **Class participation and attendance:** Please attend class! There is limited required reading for this class, so you will be doing most of your learning in class – take this opportunity to challenge your own preconceived notions of conservation and resource management, ask thoughtful questions of our guest speakers, and synthesize your understanding of natural resource management.
- **In-class learning activities:** While we feel that class attendance is one of the key factors in student success, we believe that active and attentive learning in class is more important than just showing up. To facilitate students' active learning, there will be regular in-class short learning activities associated with each lecture. You have the opportunity to earn points for participating in these activities. The in-class learning activities will not be announced beforehand, but will be simple exercises intended to help you absorb the material presented in the

lecture. Please bring paper and pen as some of the learning activities are short writing exercises. All learning activities will be graded as complete/incomplete. Each in-class learning activity is worth 4 points.

- **Missing class:** If you are unable to make class due to illness or other conflict, please contact the TAs prior to the period you will miss and opportunities to make up a missed learning activity (if any, see exceptions for disability-related absence under **Students with Disabilities**). You are encouraged to review the lecture slides, associated readings, and recording of the missed lecture (if available) to stay updated with the your learning.

## Grading

Graded Activity	Points	% of Grade
Quizzes (20-30 pts per quiz)	180	45%
Assignment 1- Career exploration report*	60	15%
Assignment 2- Natural resource issue paper*	120	30%
In-class learning activities	40	10%
<b>Total</b>	<b>400</b>	<b>100%</b>

\* In-between drafts of writing assignments will not be graded, but each on-time submission receives 5 extra points. Additional extra-credit activities, if available, will be announced during the term.

Grades will be allocated as follows:

Point percentage range (%)	Letter	Point percentage range (%)	Letter
92 and higher	A	72 to 75	C
89 to 91	A-	69 to 71	C-
86 to 88	B+	66 to 68	D+
82 to 85	B	62 to 65	D
79 to 81	B-	60 to 61	D-
76 to 78	C+	59.99 and lower	F

## Communication

Through the Canvas discussion board, emails, course calendar, and announcements I will maintain ongoing communication with you. If you have specific questions for the instructor or TAs, email and office hours (listed on page 1 of this syllabus and the home page of the course Canvas site) will be the best way to reach us. Email will be checked daily on weekdays. We will do our best to respond to questions within 24 hours or, if sent on the weekend, the following Monday. Office hours will be held on Zoom or in person (by appointment). If you need to schedule a time to chat outside these days / times, please email us directly.

## Class Participation Expectations

- Please be on time for class and prepared for the class (i.e., “read before class” as required).
- There is a lot of interaction in this class through discussion and activities, and all students are expected to participate.
- Students are responsible for any missed lecture material. There will be no remote access unless a class meeting is held on line.
- As long as it complies with university policies, “quiet” and “odor free” beverages and / or food may be brought to class (no chips, wrappers, onion, garlic, etc.)
- Laptop is allowed in our classroom, but can be used only for purposes directly related to class activities (e.g., note taking, peer review of writing assignment) .
- Cell phones are to be turned completely off and PUT AWAY. Please turn off cell phones and put in a backpack, purse, pocket, etc., before class begins. NO cell phones on desks. If there is a specific reason or need for a cell phone on desk, e.g. family crisis or need to stay available for another person (e.g. parent to child or caretaker), or have an “on-call” employment, please let Dr. Shen know the situation before class time.

*COVID-19:* During this public health emergency we all have a shared responsibility to each other to take steps to reduce spread and transmission of COVID-19. This includes getting fully vaccinated as soon as you are eligible,

following all OSU and public health authority guidance and regulations, including maintaining physical distancing at all times, wearing face coverings in shared spaces, and staying home if you are sick or have been in close contact with a known or suspected COVID-19 case. If you need to stay home due to illness or potential exposure, please contact your instructor who will work with you to facilitate your continued engagement with the course material and make up assignments with no penalty for lateness. For the updates from OSU on COVID-19 safety and mitigation measures, visit: <https://covid.oregonstate.edu/>

*Policy Violations:* Each member of the OSU community is responsible for holding themselves accountable to OSU policies and standards. Faculty are responsible for classroom management and may refer students to the Office of Student Conduct and Community Standards for further discipline if warranted.

## Course Schedule

Week	Date	Day	Topic	Speaker
0	Sep 22	Th	Course and syllabus overview	<b>Instructor</b>
<b><i>Theme 1: Getting to know the PNW: Forests, Lands, &amp; People</i></b>				
1	Sep 27	T	The evolution of federal forest policy	<b>Norm Johnson, FES OSU</b>
	Sep 29	Th	Terrestrial habitats of the Northwest	<b>Dawn Anzinger, FES OSU</b>
2	Oct 4	T	Fire ecology and management in the PNW	<b>John Bailey, FES OSU</b>
<b><i>Theme 2: Restoration and Revival</i></b>				
	Oct 6	Th	Northern spotted owl: 40+ years of science, conservation & management	<b>Katie Dugger, FWCS OSU</b>
3	Oct 11	T	Introducing Career Exploration Report; APA format; NR Career resources	<b>Instructor/Britt Hoskins, OSU Career Development Center</b>
	Oct 13	Th	Wolves and trophic cascades: Yellowstone and beyond	<b>Bob Beschta, FES OSU</b>
4	Oct 18	T	Traditional ecological knowledge	<b>Samantha Hatfield, AEAS, OSU</b>
	Oct 20	Th	Restoring the prairies of the Willamette Valley	<b>Tom Kaye, Institute for Applied Ecology</b>
<b><i>Theme 3: Fish and Wildlife Management</i></b>				
5	Oct 25	T	Conservation of native pollinators in the context of managed forests	<b>Jim Rivers, FERM OSU</b>
	Oct 27	Th	Species conservation and climate adaptation	<b>Betsy Glenn, NW Climate Adaptation Service Center, USGS</b>
6	Nov 1	T	Intercultural fire management in extension (Theme 1&4)/ Introducing Issue Paper	<b>Christopher Adlam, OSU Extension*</b>
	Nov 3	Th	Coho Salmon in Coastal Oregon: What will it take for “recovery”?	<b>Gordon Reeves, PNW Research Station, USFS</b>
<b><i>Theme 4: Communities, Livelihoods, and Governance</i></b>				
7	Nov 8	T	Communities, livelihoods, and national forest management	<b>Susan Charnley, USFS</b>
	Nov 10	Th	Community-based resource management in Oregon	<b>Nils Christoffersen, Wallowa Resources*</b>
<b><i>Theme 5: Recreation, Parks, and Nature-based Tourism</i></b>				
8	Nov 15	T	Ecotourism in Southern Africa	<b>Ian Munanura, FES OSU</b>
	Nov 17	Th	The Klamath River dam removals or Nature and health	<b>Bryan Tilt, Anthropology OSU or Instructor</b>
9	Nov 22	T	Tracking the “least-studied species”: Recreation use and vegetation impact in Yosemite National Park	<b>Ashley D’Antonio, FES OSU</b>
<b><i>Looking Forward: A Changing Climate</i></b>				
10	Nov 29	T	Climate change and implications for natural resources	<b>Erica Fleishman, CEOAS OSU</b>
	Dec 1	Th	NR Issue Paper group work & peer review	<b>Instructor</b>
11	<b><i>Finals Week (Dec 5 - 9). No final exam!</i></b>			

\*Guest speaker will join remotely. The class will meet in person unless notified otherwise.

## **Quarantine, Isolation, or Missed Class Time**

This class is scheduled to be offered face-to-face on campus. OSU has vaccination and mask mandates in place and we meet in a space that follows the best practice guidelines of the CDC and the state of Oregon. There may be unexpected changes. If health and safety concerns prevent us from meeting in person, synchronous zoom meetings, with notifications in advance, will be held to optimize your interactions with the instructor, guest speakers, classmates, and course materials.

If you experience symptoms of COVID-19 please consult OSU Quarantine and Isolation guidelines to determine your next steps. If you are unable to attend a class session please contact the instructor about arrangement to help you catch up with missed lectures (if applicable).

If you are ill (or caring for someone who is), I am here to support your success during these challenging times. Please reach out to me or the TAs directly via email or Canvas message if you are concerned about your ability to engage in course activities while you are ill. You need not disclose private medical information or provide documentation of your illness.

If you need help coping, please reach out to us or Counseling and Psychological Services (<https://counseling.oregonstate.edu>, 541-737-2131) and connect with your classmates via Canvas.

The Office of the Dean of Students (<https://studentlife.oregonstate.edu/student-info>) can also assist if you are navigating a range of extenuating life circumstances including, but not limited to, prolonged illness, hospitalization, or financial concerns. They can be reached via Zoom chat or audio Monday through Friday from 9 a.m. to 5 p.m. at [beav.es/4qQ](mailto:beav.es/4qQ) or by email at [support.odos@oregonstate.edu](mailto:support.odos@oregonstate.edu).

**Student Wellbeing and Academic Support:** <https://experience.oregonstate.edu/resources>

## **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. For disability-related absences or missed assignment, please notify the instructor via Canvas within 48 hours of the missed class/assignment. If you missed a quiz due to disability-related impact, please contact the instructor within one week of due date to discuss make-up.

## **Inclusivity Statement**

OSU and the College of Forestry strive to create an affirming climate for all students, including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

## **Student Bill of Rights**

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: <https://asosu.oregonstate.edu/advocacy/rights>.

## **Religious Holidays**

OSU strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

## **Reach Out for Success**

Students encounter setbacks from time to time. If you encounter difficulties and need assistance, it is important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist



with wellness and academic success at <https://counseling.oregonstate.edu/reach-out-success>. 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).

## Reporting

Please be aware that I need to report incidents you disclose to me inside or outside the classroom that involve gender or sex-based harassment, violence, or discrimination (including your name) to the Office of Equal Opportunity and Access (EOA). For more information on how EOA responds to reports, please visit their website at <https://eo.oregonstate.edu>. However, if you wish to make a confidential disclosure and receive information on resources and services, please contact the Survivor Advocacy and Resource Center (SARC) by telephone (541-737-2030), by e-mail ([survivoradvocacy@oregonstate.edu](mailto:survivoradvocacy@oregonstate.edu)), or visit them in the Plageman Building. EOA and SARC can assist with academic accommodations.

## Student Learning Experience Survey

The Student Learning Experience survey (SLE) offers students and instructors the opportunity to work together to improve the quality of teaching at Oregon State University. The online survey 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 account. Students are able to access SLE by logging into [MyOregonState](#) and selecting the appropriate menu options. SLE can also [be directly accessed here](#) by logging in using an ONID username and password. SLE 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 final 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 Conduct Expectations

Student conduct is governed by the university’s policies, as explained in the Code of Student Conduct at <https://beav.es/codeofconduct>. Students are expected to conduct themselves in the course (e.g., in Zoom breakout rooms, email postings) in compliance with the university's regulations regarding civility. Students are not allowed to post inappropriate material, spam the class, use offensive language, or engage in online flaming.

To facilitate quality discussion and a positive, safe, and friendly learning environment, it is important that all of us communicate respectfully to each other. Disagreeing and sharing critical remarks is welcomed, but personal attacks and otherwise disrespectful behavior will not be tolerated. An essential part of good communication and respecting others is being a good listener and helping others learn and articulate their thoughts.

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. OSU 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.

The OSU Code of Student Conduct prohibits Academic Misconduct and defines it as “Any action that misrepresents a student or group’s work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.” To support understanding of what can be included in this definition, this Code further classifies and describes examples of Academic Misconduct. Prohibited behaviors include, but are not limited to doing or attempting the following actions:

*Cheating:* Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.

*Plagiarism:* Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.

*Falsification:* Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.

*Assisting:* Any action that helps another engage in misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test or doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.

*Tampering:* Interfering with an instructor's evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.

*Multiple submissions of work:* Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.

*Unauthorized recording and use:* Recording or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

You must write in your own words. Cutting and pasting blocks of text from sources is plagiarism. You may quote from source material, but the quote must be brief (i.e., less than a couple of sentences), enclosed within quotation marks ("..."), and cited in the text and reference section in APA format (see below). Ask in advance if you are uncertain regarding the appropriate use of material from other sources.

It is important that you understand what student actions are defined as Academic Misconduct at OSU. The OSU Libraries offer a tutorial on misconduct (<https://guides.library.oregonstate.edu/c.php?g=286121&p=3896378>), and you can also refer to the OSU Code of Student Conduct (website is listed above) and the Office of Student Conduct and Community Standard's website (<https://studentlife.oregonstate.edu/studentconduct/student-info>) for more information. More importantly, if you are unsure if something will violate the academic integrity policy, ask your professors, TAs, academic advisors, or academic integrity officers.

If you are found responsible for Academic Misconduct, it may result in an "F" grade for the assignment and / or the course. In addition, the College Hearing Officer (or other hearing body) may make a determination of additional sanctions that are appropriate to the violation and the surrounding context. College Hearing Officers are authorized to assign Academic Sanctions as described in the Code of Student Conduct.

## Copyright and Fair Use

The Public Statement of Library Copyright Specialists (<https://tinyurl.com/tvnty3a>) on fair use and emergency remote teaching states: "It is evident that making materials available and accessible to students in this time of crisis will almost always be a fair use. As long as we are being thoughtful in our analysis and limiting our activities to the specific needs of our patrons during this time of crisis, copyright law supports our uses. The fair use doctrine accommodates the flexibility required by our shared public health crisis, enabling society to function and progress while protecting human life and safety."

## Land Acknowledgement

Oregon State University in Corvallis, OR is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us>)

## APA Formatting Style

You are required to use APA style for formatting and referencing in your written work (i.e., assignment b – d). A quick reference sheet can be found [here](#). If you are looking for more information, two good online sources for APA style guide are provided by [Purdue University Online Writing Lab](#) and [Western Oregon University Library](#). Pay attention to in-text citation, including direct quote and paraphrase, and reference list. Below are some hypothetical examples; *pay close attention to punctuation, spacing, italics, capitalization, etc.:*

### **In-text citations:**

*Single author:* Ecotourism is an important component of the global tourism industry (Weaver, 2001).  
Weaver (2001) stated that ecotourism is an important component of the tourism industry.  
Ecotourism is "vitally important to the tourism industry" (Weaver, 2001, p. 95).  
Weaver (2001) stated that ecotourism is "vitally important to the tourism industry" (p. 95).



- Two authors:* There are positive impacts of nature-based tourism (Smith & Jones, 2000).  
Smith and Jones (2000) stated that there are positive impacts of nature-based tourism.  
\*page numbers and quotation marks for direct quotes formatted the same as for single author.
- Three + authors:* Certification is becoming more popular (Stevens et al., 1998).  
Stevens et al. (1998) noted that certification is becoming more popular.  
\*page numbers and quotation marks for direct quotes formatted the same as for single author.
- Multiple citations:* Certification is common for ecotourism, but not nature-based tourism (Smith & Jones, 2000;  
Stevens et al., 1998; Weaver, 2001).  
\*note that citations are listed in *alphabetical order*.

**References section at end** (journal article, book, book chapter,) should be in *alphabetical order* and *double-spaced*:

- Stevens, R., Babock, K. B., & Hunt, W. (1998). The role of certification in tourism environments: From fact to fiction. *Journal of Travel Research, 18*, 219-225.
- Weaver, D. (2001). *Ecotourism*. Sydney: John Wiley & Sons.
- Smith, J. B., & Jones, M. R. (2000). The importance of nature-based tourism. In C. Roberts (Ed.), *Advances in tourism research* (pp. 123-205). New York, NY: Academic Press.