

**Introduction to Environmental Management
ESM 335– Spring 2016**

Course Information

NOTE:

**At the end of this page there is a link to a brief quiz about the syllabus.
You need to take this quiz to unlock the next steps in the course!**

Required Text

- Hansen, L. J., and J. R. Hoffman. 2011. Climate Savvy: Adapting Conservation and Resource
- *** ADDITIONAL REQUIRED READING will be available online ****

Course Overview

This hybrid course will not rely on traditional lectures for in class meetings; rather, we will have a "flipped classroom". In this learning model **it is your responsibility to explore new content through the D2L course** on your own time, and we will use classroom time for interaction, problem solving, and group work, which will offer you and me the opportunity to have more personalized interaction and guidance. Although there may be some lecture components to the in class meetings, the focus of in class meetings will be activities designed to have students explore, explain, apply, and broaden their learning of the course content.

This course will introduce students to environmental management using common concepts and tools applied to public and private sector case examples. We will draw on cases studies, readings, and examples from our shared experiences to examine the process, practice, policy, and decision making used to address environmental management problems. As is the case with environmental management in the "real world", much of our work will be collaborative and much of our learning will be from one another.

Student Learning Outcomes

My goals for you for the course are that upon successful completion you will:

1. Be able to describe what ecosystem management means and explain how it differs from other management.
2. Understand the roles of collaboration and stakeholder involvement in ecosystem management.
3. Understand the concept of adaptive management and its use in ecosystem management.
4. Understand the tools managers use to navigate complex environmental problems.

In addition, through this course you will:

1. Participate in a local environmental management project in the Portland area and evaluate that project from the perspective of climate savvy environmental management.
2. Work with a team of students to research and evaluate an environmental or natural resource management proposal that is currently open for public comment. Your team will produce a research brief describing the issue and formulate an evaluation of the proposal in the form of a public comment letter.

Course Schedule

Course Schedule

The course schedule is the most up to date and linear depiction of course due dates, assignments, etc.

[Spring 2015 Course Schedule](#)

Course Assignments

Quizzes

There will be quizzes throughout the term based on the reading assignments. These are meant to a) draw your attention to important information in the reading and b) have you reflect on what you have read. Pre-reading quizzes will not be graded (but are recorded), post-reading quizzes will be graded on your average score (you can retake the quiz up to 3 times). **You will need to complete the quizzes in order to gain access to some course material.**

Discussion Posts

For this course you are expected to participate in discussion of the course topics online. Online discussions can be very productive as they offer you the opportunity to organize your learning and compose your thoughts into clear and constructive posts. You are also expected to respond to other people's discussion posts (hence the term discussion). Responses should also be well composed, demonstrate your class learning, and offer the original post author ideas for how to push their analysis or argument further. All discussion posts should be posted on time, be well-organized,

and be proofread with no spelling or grammatical errors, using appropriate vocabulary and tone for an academic setting.

For each discussion prompt you are expected to:

1. Author an original discussion post that responds to the discussion prompt.
2. Respond to at least one original discussion post that has not been commented on yet.
3. Respond to at least one original discussion post that has been commented on by others.
4. Reply to responses to your original discussion post (please contact the TA if you haven't received any responses to your original discussion post).

Original posts should:

1. Address the materials in the discussion prompt
2. Make at least 2 well-supported points with reference to specific examples from class materials
3. Relate to your personal experience or other learning
4. Be succinctly and respectfully written, posting a maximum of 200 words.

Responses to original posts should:

1. Ask thought-provoking “why/how” questions to get the author of the original post to push their analysis or argument further.
2. Offer helpful feedback in how to make the analysis argument stronger.
3. Give suggestions about where to go for more information.
4. Reference relevant past course materials, course texts, discussions, or incorporate hyperlinks to relevant outside sources to augment the discussion.

Replies to responses should:

1. Directly and substantively address questions, suggestions, and comments brought up in the discussion.
2. Synthesize new information to support your analysis or argument.
3. Offer hyperlinks or reference to other materials where more credible information can be found.

Discussion Post Grading

You will be graded for your level of participation in the various discussion boards and for the quality of your posts. Grading for discussion post will be as follows:

1. **Discussion Participation:** Discussions only work if you participate. On time discussion posts will receive 1 point, late discussion posts will receive 0.5 points, missing discussion posts will receive 0 points.
2. **Discussion Quality:** Your TA will evaluate a selection of your discussion posts for quality. Evaluations will be done once during Modules 1 and 2, and once during Modules 3 and 4. Each evaluation will examine one original post, one of your responses to classmates original post, and one of your replies to the responses to one of your original posts. Evaluation of discussion posts will assign grades of 0.25 for superficial posts, 0.5 for

substantial posts, and 1 for superior posts. As such, each evaluation will have a total of 4 points.

Lab Assignments (Individual and Team Work)

Lab assignments are due following the end of each of the four course modules. Lab assignments consist of an individual component and a team component, both of which need to be turned in by specified due dates. **To get credit for team work, your name must be on the lab assignment.** Lab assignments are designed to help you structure your knowledge about your term project as well as relevant case studies for each course module. Lab assignments consist of several parts:

1. A worksheet that you individually complete for both your team project and for a relevant case study for each course module.
2. A worksheet completed by your team that integrates each of your team project individual worksheets.
3. A 2-3 page written brief completed by your team that addresses the questions posed in each lab assignment for your team project.

Term Research Project (Team Project)

Your term assignment should draw material generated in each of your lab assignments and incorporate my feedback and any further information you have learned since completing the lab assignment.

The purpose of the term project is to familiarize you with a current environmental management project and the policies, processes, public engagement, and other tools that managers use to navigate the process of moving from proposal to action. The focus for this assignment is an environmental management challenge that is currently under public review. These projects will also form the backdrop of our discussions topics. **This project will be graded primarily on your team's work; however, part of your grade will be based on your and your team members' evaluation of your contribution to that work.**

[Term Project Overview](#)

Environmental Management Field Experience

The purpose of this assignment is to provide you with an opportunity to participate in a hands-on environmental management project. You may participate in any aspect of the project (i.e., from planning to implementation). You can also combine multiple projects (e.g., attending several planning meetings on a specific or related topic), or participate in one event (e.g., a day long workshop or field activity). Based on your interests you may choose an issue that is being managed by a government agency, a private organization

(non-profit or a business), or voluntary association of citizens. To complete this assignment you will need to:

1. Identify an environmental management event/project/opportunity that you can participate in during the course of this quarter.
2. Participate in an activity related to this project (4 – 8 hours outside of class).
3. Reflect on your experience in a 500-1000 word essay that evaluates your experience in the context of the concepts and approaches discussed in class.
4. This is a reflective essay designed to have you synthesize relevant concepts discussed from class with your experience in the field.
5. Field Experience Essay Rubric:

A) Describe what you participated in for your field experience (30%).

B) Identify what you learned in class that helped you understand your experience in the field (30%).

C) Reflect on any elements of your experience that incorporated a climate savvy approach

to management or what could be done to do so (30%).

D) Format, spelling, and grammar (10%)

***Citations are not required, but may be appropriate.

Late Work and Missed Classes

Late work is highly discouraged; late assignments will be marked down at the instructor's discretion. Late posts to the discussion boards foils the effective use of discussion boards, and late contributions to the team labs holds up your team on team assignments. You will be penalized for late work.

If you absolutely must miss a class, please communicate with me and your team members beforehand. Missing more than one class will negatively affect your grade.

Course Evaluation and Grading

Evaluation

Grade Item	Percentage
Active In-Class Participation	5%
Quizzes	10%
Discussions Posts	15%
Discussion Participation	7%
Discussion Quality	8%
Lab Assignments	30%

Individual Worksheets	5%
Team Worksheets	5%
Team Brief	20%
Field Experience	20%
Term Project	20%
Written Report (Team Grade)	10%
Class Presentation (Team Grade)	5%
Group Contribution (Individual Grade)	5%
Course Total	100%

Grading Scale

Letter Percentage

Grade (%)

A+	100-98
A	97-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	<60

Take The Course Syllabus Quiz

[Syllabus & Course Policies Quiz](#)