

Instructor: Dr. Jennifer L. Morse (*she, her, hers*)

Course time: Friday 10-11:50 AM

Classroom: SRTC 201

Office: SRTC B1-04B, Portland State University

Student drop-in hours (in person or by Zoom):
Mon 1-2pm, Wed 10-11, by appt

Zoom link for drop-in hours:

<https://pdx.zoom.us/j/7024512248>

Zoom link for lecture:

<https://pdx.zoom.us/j/83678039529>

Contact: jl Morse@pdx.edu; 503-725-2826

Land Acknowledgment: Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. By recognizing these communities, we honor their legacy, their lives, and their descendants.

Meeting Format: This course is fully in-person, but lectures will be recorded via Zoom and posted in Canvas, to allow students who may need attendance flexibility to stay caught up in the course. Attendance is highly encouraged, as we will be doing field activities throughout the term. If you don't attend in person, your experience will be of lesser quality, and your participation grade will be affected if you do not come to class. I am open to accommodations if you need them, so please talk to me and see the Disability Resource Center for a formal request to start the process.

Course Overview: This term, the course is designed as an introduction to methods you might use to prepare for fieldwork, to collect field data, and how to manage field data once you are back in the office. These methods will be broadly applicable to terrestrial and aquatic field work. Students will gain a basic understanding of an assortment of resources used by professionals and researchers to collect and use data and samples from the field.

Learning objectives:

- Gain an understanding of field safety and preparations for field work
- Learn about and apply different methods for field data collection and data management
- Explore how these methods and skills may be applicable in a professional setting

Readings: Readings/other materials will be posted in the Module for each week in Canvas.

Lecture notes: Slides will be placed online in Canvas before class. Lectures will be recorded by Zoom and placed online after class. If you need captioning, try www.otter.ai for free.

Course Environment: I am committed to creating a positive learning environment where diverse perspectives are recognized. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. I strive to ensure an open and welcoming classroom for all students. But there is always room for improvement. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, please let me know of any religious or other events that may conflict with any of our class meetings this term so that we can make arrangements.

Instructor Expectations:

- **Participate:** As much of learning will be based on practical field techniques and group discussion, participation will be a significant portion of your grade. Please attend the class meeting times, but there will be opportunities to make up two classes (potentially more depending on the situation). Be sure to watch any required videos, complete required readings, and complete assignments. You can get as much out of this course as you put in.
- **Ask questions:** If something is unclear, please ask, and I will be sure to clarify. You can also consult with other classmates during group discussions.
- **Be respectful:** Please be respectful of the shared space and of other people as you interact with them online or in class. Being respectful means not only approaching discussions and interactions in a meaningful and thoughtful manner, but it also refers to being respectful of everyone's time by turning in assignments and participating in discussions in a timely manner.
- **Adhere to the code of conduct:** <https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility>

Evaluation and Grades: All assignments will be graded on a point basis and weighted as shown below. Assignments and due dates are shown on the course schedule.

Grades: Participation	40%	Grading scale: 90-100	A
Weekly Activities	40%	80-89	B
Final Project	20%	70-79	C
		60-69	D
		< 60	F

Preparation and Participation (45%): I expect you to do the assigned readings before class each week. They will be posted in the Module for each week in Canvas. This will help you get the most out of the lectures and in-class activities. Active participation in class and in Canvas is encouraged, for example through asking and answering questions, informal discussion, in-class writing, and small-group discussions. Participation and engagement are essential for success in the course. The lowest score of the 10 participation opportunities (class sessions) will be dropped, so you may miss one class without your participation score being affected.

Weekly Activities (40%): These activities will vary throughout the term. The activity could consist of discussion questions and responses to a reading or podcast or video, notes from a hands-on in-class activity, or a multiple-choice quiz. You will have a week to complete each activity, so they will be due on Fridays by 10am. The lowest score of the nine submissions will be dropped.

Final Project (15%): Working in groups, you will write a report that gives an overview of the Thomas Dairy field site, with a map showing the current field sampling locations, and recommendations for a revised sampling design, with justifications and supporting data. Your report should include tables, figures, maps, and photos, along with clearly written text.

Late Work: Each student will be allowed to submit one homework up to 3 days late without penalty or justification; beyond that, you will lose 10% for each day the assignment is late. If your circumstances need more flexibility, please talk to me so that we can find a solution that works for you.

Communication and Availability: I am happy to answer questions via email (I rarely check my voicemail),

but please allow 24-48 hours for a response and check the syllabus and Canvas first! I encourage you to visit during my drop-in hours to discuss the course and any issues or questions you have about it. If you are having difficulties with the course, please come see me early in the term.

Course schedule: shows dates, topics, and activity due dates in a table. (Subject to change in case of weather problems, etc.)

<u>Week/Date</u>	<u>Topic</u>	<u>Activities due before next class</u>
1: Jan 13	Course overview, field safety and planning	Discussion post 1 (Jan 19)
2: Jan 20	Field notes and observations; Turn in notebook at the end of class	Discussion post 2 (Jan 26)
3: Jan 27	Field measurements and sampling; job skills	Discussion post 3 (Feb 2)
4: Feb 3	Soils overview	Safety plan for field trip (Feb 9)
5: Feb 10	Mapping software and spatial data management (Google Earth, ArcGIS)	Sampling plan for field trip (Feb 16)
6: Feb 17	Field trip to Thomas Dairy site for data collection	Discussion post 4; turn in field notebook (Feb 24)
7: Feb 24	Data loggers or vegetation ID	Discussion post 5; turn in Excel sheet or field notebook (Mar 2)
8: Mar 3	Data management and visualization	Results of texture analysis in Excel
9: Mar 10	Report preparation in groups	Data summary in Excel
10: Mar 17	Present final report in groups	Final project report due in class (Mar 17)

Classroom Requirements for All Students and Faculty Due to Covid-19

Vaccines Required: Portland State University requires all employees and all students who live, work, learn, or access services on our campus to be fully vaccinated against COVID-19 or be approved for an applicable exemption. In PSU's vaccination policy, "fully vaccinated" means an individual has received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose vaccine that has been authorized in the U.S. for either emergency use or through full FDA licensure and approval, or has been approved by the World Health Organization. While booster doses are not required by PSU vaccination policy, they are strongly encouraged. Recommended booster doses are and will remain the most important action each of us can take to avoid the worst effects of the coronavirus. Adapted from <https://www.pdx.edu/covid-19-response/vaccinations>

Masks: Effective March 19, 2022, Portland State no longer requires that masks be worn in classrooms, offices, and most other public and private indoor spaces. However, as we shift into the next phase of our response to COVID-19, I understand that some in our community may feel more comfortable continuing to wear a mask. That is a personal decision that I wholeheartedly support. I ask that our community respect the choice of colleagues and students who keep their masks on. I also respectfully request that faculty, staff and students refrain from asking students or colleagues to wear a mask. Adapted from <https://www.pdx.edu/covid-19-response/masks>

Illness, Exposure or Positive Test for COVID-19: If you have symptoms of COVID-19 or if you were a close contact of someone with COVID-19, you should get tested regardless of your vaccination status. Close contact means being within six feet of someone for 15 minutes or more over the course of a day, with or without a mask or face covering. If you are getting tested because you had close contact with someone who has COVID-19, it's best to get tested 5 days after exposure.

Testing resources: <https://www.pdx.edu/covid-19-response/testing>

If you test positive for COVID-19, do not come to class. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus. Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.

If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main COVID-19 Response webpage and look for emails from the University on these topics.

Additional Important Resources

1. Student Conduct Code

Portland State has a well-defined conduct code. [This link takes you to the official description.](#)

Conduct: We are to realize the highest ethical standards of behavior, as per the Code of Conduct to which we are bound: <http://www.pdx.edu/dos/codeofconduct#ProscribedPSU>. If you have not yet done so, please go through the on-line training for creating a safe, respectful campus:

<https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module> .

Plagiarism or other academic dishonesty will not be permitted and will yield a failing grade for the project. Please consult the Purdue OWL, one of the TAs, or me regarding plagiarism and other writing issues: <https://owl.english.purdue.edu/owl/resource/589/01/>

2. Academic Honesty

The issue of academic dishonesty has become a growing issue with which most universities have had to contend. There are various reasons why students 'cheat' in their classes such as lack of time, unwillingness to put forth own effort, lack of understanding of course material or assignments, and a different interpretation of what constitutes academic dishonesty. In this class, academic dishonesty is broadly defined as the use of someone else's work as yours. This includes some obvious actions such as:

- Having someone take a class for you
- Having someone take or complete part of your test or an assignment for you
- Having someone else write a paper, or a section of a paper for you
- Using a quote or direct passage from some secondary source (e.g., book, article) in a paper without citing it (this does not include your responses provided on tests that are taken directly from the professor's lecture or other class material]
- Working collaboratively on projects or assignments that are expected to be completed on an individual basis.
- There also other actions that are considered academically dishonest that are less obvious:
 - Submitting a paper that utilizes another person or source's theories, thoughts, ideas, concepts without proper citation
 - Using a paper or assignment, or a segment of a previous paper or assignment created by another group in which you participated.
 - Taking material off the Internet and using it without full and proper citation.

The above list of actions is not intended to be exhaustive. If you have any question about what is an appropriate way to cite particular information, please contact your instructor or TA.

3. DRC statement: Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/disability-resource-center>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Environmental Health and Safety webpage (<https://www.pdx.edu/environmental-health-safety/>) for information.

4. Title IX Reporting Obligations

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, including an Interpersonal Violence Advocate at the Women's Resource Center (503-725-5672), the Queer Resource Center (503-725-9742), or Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800. This [Sexual Misconduct Website](#) provides a complete of those confidential employees and off campus resources.

5. Mandatory Safe Campus Online Training Module

If you have not done so already, please complete the required learning module in Canvas titled "Understanding Sexual Misconduct and Resources." <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>. If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. PSU's [Student Code of Conduct](#) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion. If you are having technical difficulties with the module contact OIT's help desk at 503-725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement refer to [Safe Campus Module FAQs](#) or contact saveact@pdx.edu. Do not contact your instructor.

6. Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Â§ 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions (34 CFR Â§ 99.31): for example, school officials with legitimate educational interest; other schools to which a student is transferring; financial aid officers; state and local authorities in cases of health and safety emergencies; etc.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. For additional information about the law, see these sites <https://www.pdx.edu/registration/student-records-privacy-policy>

7. Returning Work to Students

FERPA requires faculty to be very careful in safeguarding our students' right to privacy when returning students' exams papers.

Faculty can do one of the following:

1. Return work directly to students in class
 - Pass out assignments to students at the end of class
 - Students retrieve their work, before or at the end of class, in individual, labeled file folders or envelopes that guard the confidentiality of the work inside, under the observation of the instructor, ensuring that only the student whose name is on the label removes the material.
2. Return work and send feedback electronically.
3. Students arrange to pick up work from instructors outside of class.
4. Students provide instructors with a self-addressed and stamped envelope that instructors can use to return material directly to students.

8. Communication

Questions and Email: As much as possible, please ask questions during and after class and come to my office hours. If these times do not work for you, send me a message to set up an alternative time. Please don't leave a voicemail on my office phone. If you email me, please follow these general guidelines:

- include an informative subject line (e.g., ESM 221, assignment #1)
- include a salutation (e.g., Hello Dr. Morse,...)
- include your name
- do not expect an immediate reply. Some days I will be able to respond to your email within the day, while other times it may take me 1-2 days to respond.

9. Canvas Learning Management System

Hardware/software requirements: This course uses Canvas as the web-based course management system. It can display material on a wide range of platforms from desktops to tablets to phones, but you may need to use functions that are only available on a fully functioning browser. If your device/browser combination is not fully supported, please make other arrangements for taking quizzes or submitting work. Many computers are available across campus, in the library or campus computer labs, to use or borrow.

Submitting documents to Canvas: It is best to submit documents as .docx or .pdf.

Viewing .pdf documents on a smart phone: We will often supply .pdf documents and these can be challenging to read on a small screen. Our best advice is to find a larger screen device. Our second recommendation is to download the .pdf and then use a PDF viewer on your phone.

10. Resources & Services:

ESM webpage for info on the department: <https://www.pdx.edu/environmental-science/>

Career Services: <https://www.pdx.edu/careers/> and

<https://www.pdx.edu/careers/what-can-i-do-degree-environmental-studiesenvironmental-sciences>

Departmental honors: <http://www.pdx.edu/environmental-science/esm-undergraduate-honors-program>

Disability Resource Center: <https://www.pdx.edu/disability-resource-center/> If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me so that we can arrange whatever academic accommodations you need.

ESM student council: Email the ESM student council <esmsc@pdx.edu> with ideas for developing the ESM community, issues regarding student advocacy or to join the council.

Financial insecurity: <https://www.pdx.edu/student-finance/emergency-fund>

Food insecurity: <https://www.pdx.edu/student-access-center/food-assistance>

Global Diversity and Inclusion: <http://www.pdx.edu/diversity/>

Learning Center/Free Tutoring: <http://www.pdx.edu/tutoring/> PSU library rm 245

Library Research Tutorials: <http://guides.library.pdx.edu/home/howto> and

<http://guides.library.pdx.edu/biology>

LSAMP (Louise Stokes Alliance for Minority Participation) enhances the undergraduate experience for underrepresented students in STEM. Funded by the NSF, our LSAMP program focuses on: Creating a community among LSAMP scholars that values excellence, diversity, and persistence; and Expanding opportunities for LSAMP scholars through participation in undergraduate research experiences and leadership initiatives. If you're interested in finding out more, visit our LSAMP center in 103 Epler Hall, talk to ESM-LSAMP faculty advisory member Cat de Rivera <derivera@pdx.edu>, SRTC 238e, or check out: <https://www.pdx.edu/alliance-minority-participation/>

Mental and physical health: <https://www.pdx.edu/health-counseling/>

Multicultural Centers: <https://www.pdx.edu/cultural-resource-centers/multicultural-student-center> ;

<https://www.pdx.edu/cultural-resource-centers/native-american-student-community-center> ;

<https://www.pdx.edu/cultural-resource-centers/la-casa-latina-student-center> ;

<https://www.pdx.edu/cultural-resource-centers/pacific-islander-asian-asian-american-student-center>

<https://www.pdx.edu/cultural-resource-centers/middle-east-north-africa-south-asia-initiative> ;

<https://www.pdx.edu/cultural-resource-centers/pan-african-commons>

PSU Food Pantry: SMSU 47A, <https://sites.google.com/pdx.edu/psufoodpantry/home>

Queer Resource Center: <https://www.pdx.edu/queer-resource-center>

Veterans: If you are a Veteran and have questions about University services or need assistance with your transition from military to campus life, please contact Chris Goodrich, Coordinator of Veterans Services at the Office of Veterans' Services, SMSU room 425.

Women's Resource Center: <http://www.pdx.edu/womens-resource-center/>

Writing Center: for class assignments, resumes... <https://www.pdx.edu/writing-center> Cramer Hall rm 188

Please consult the Purdue OWL regarding *plagiarism* and other writing issues:

<https://owl.english.purdue.edu/owl/resource/589/01/>

Additional Student Resources: <https://www.pdx.edu/dean-student-life/student-resources>