

**Instructor:** Carole Hardy (she/her/hers)

**Email:** [hardycar@pdx.edu](mailto:hardycar@pdx.edu)

**Spring 2023:** SRTC 201 M/W 2:00 – 3:50 PM

**Office Hours:** Tu/Th 2:30- 4:00 pm and by appointment |SRTC 139B

**Course Objectives:**

- 1) To explore the complex physical, ecological, and social elements of forest ecosystems through readings, videos, discussion, and activities related to urban forests.
- 2) To learn to ask relevant ecological questions and pursue answers through careful observation and experimental design.
- 3) To learn to organize and analyze data, draw sound conclusions, and present findings.

This term, lectures, discussions, activities, and quizzes will occur in person during class time Monday and Wednesdays from 2:00 – 3:50 pm in the Science Research and Teaching Center (SRTC) Room 201. The course includes a combination of reading summaries, field work, in class assignments, in-class quizzes, and a final project. There are two field trips which require travel to off-campus locations and require walking on forested trails. If accommodations are needed, please email me so we can discuss alternative approaches to completing the field work.

**Inclusivity and Respect:** It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this course be viewed as a resource, strength, and benefit. It is my priority to create a learning space that is respectful for all students regardless of gender identity, ability, age, socioeconomic status, ethnicity, race, nationality, and culture. I encourage and appreciate any suggestions for meeting this goal. Please let me know way to improve the effectiveness of the course for you personally or of other students or student groups. In addition, please let me know of any religious or other significant events that may conflict with any course requirement this term so that we can make alternative arrangements.

**Canvas:** All materials for this course will be posted on Canvas, and this is where students will submit most assignments. I will also post grades and other feedback on Canvas. Please contact me via my direct email: [hardycar@pdx.edu](mailto:hardycar@pdx.edu), not through the Canvas email system unless an email from me was initiated through that system.

**Required Technology:** To successfully complete this course, you will need access to a computer and an internet connection. The word processing and spreadsheet work for this course can be completed in Google suite which you have access to through your PSU account. Assignments may also be completed in the Microsoft suite. Please do not submit assignments using Pages or other Mac specific software. You also need access to a camera for field assignments. You may use a phone camera, another type of digital camera or a film camera if you have ability to scan the photos.

**Reading:**

There are no required texts for this course. All reading materials will be available online and accessible through Canvas.

**Write in the rain Field Notebooks:** It is not required but it is advised that you invest in a field notebook to complete our field assignments and to collect data later in the term for your project. Small Write in the Rain Field Notebooks are available at the PSU Bookstore. You can find them via online sources as well. You can choose to record using a digital device or regular paper, but you will be collecting data outdoors and the rain is coming. All notes submitted as part of an assignment must be legible.

**Field work:** There will be multiple assignments for this course that must be completed outdoors in a forested location. Lab #6 (Lichen ID & Measurement) will be conducted at Marquam Park which is about a 1 mile walk from the PSU campus and can also be accessed by car. Lab #y will be conducted at The Hoyt Arboretum which can be reached by public transportation or car. Both will involve navigating forested trails. Again, if you need accommodations, please contact me.

It is expected that all students will complete these assignments by the due date, which may mean working in the rain. A rain jacket or umbrella, good shoes, and a water bottle are strongly recommended for outdoor assignments. It is expected that field activities will be completed during daylight hours. Students are strongly encouraged to travel with another adult to field sites. When driving a personal vehicle, students will be covered by personal insurance in the event of an accident. Students are expected to follow all applicable laws when operating a vehicle. When at parks or other public locations, students are expected to follow all applicable laws and posted rules. If you need accommodations, please talk to me.

### Course Content Overview

**Readings Questions:** Readings, videos and podcasts are posted on Canvas and organized by week. All students are to **submit 2-3 typewritten questions** on **each** reading/video/podcast to prepare for in class discussions on these topics. Questions are to be submitted on Canvas by 11:59pm Sundays. For example: Week 2 reading questions are due **prior** to Week 2 classes. Each week's reading questions assignment is worth 3 points. Cumulatively reading questions are worth 30 points or 10% of your final grade.

### Discussions and Participation:

Each student will **lead a class discussion** and submit discussion notes that will guide the discussion to be turned in at the end of the class period. Discussion notes should summarize the key messages, figures, tables, or other discussion points relevant to the assigned course readings. Assigned students will lead an approximate ~10-minute discussion with the class about the assigned readings. Your aim is to engage as many people as possible in a discussion about the reading – not to summarize the reading. Students may choose to prepare slides to guide the discussion if desired.

**Guideline for Evaluating Participation:** Discussion and participation is worth 30 points or 10% of your grade.

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are substantive and provide major insights as well as direction for the class. Challenges are substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly (5%).

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished (4%).

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be somewhat diminished (2%).

**Non-Participant:** This person says little or nothing in class, so there is no adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed (1%).

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air- time would be saved (0%).

**Quizzes:** There will be three quizzes throughout the terms on material from lectures, readings, videos, and outdoor activities. They will take about 20 minutes to complete at the beginning of class and you may use your notes. Each quiz is worth 15 points. Cumulatively quizzes are worth 45 points or 15% of your final grade.

#### Lab Assignments:

**Field Activities:** A major part of practicing ecology is making and recording observations. Throughout the course you will practice recording observations, collecting data, and writing a summary. It is recommended you use a write in the rain field notebook for this work. If legible, you can turn in a photograph of your field notes, or you can transcribe them. You are encouraged to incorporate illustrations, lists, photos, or anything else that informs your analysis. Field work will be graded on completeness of assignments and thoughtfulness of analysis. There are four Field Activities, and each is worth 20 points for a total of 80 points or 27% of your final grade.

**In-class Activities:** There will be two in-class assignments which can be worked on in groups of two or individually if you prefer. These assignments will help teach you skills in developing research questions for study design, and in analyzing data. Each assignment is worth 20 points for a total of 40 points, or 13% of your final grade.

**Final project:** For your final project, you will work with a partner, small group, or on your own to develop a small study of lichen on trees. We will learn to identify and a method of counting lichen during the course of the term.

There are three main elements of the final project that will be turned in:

- 1) **Project proposal:** Each individual or group will turn in a project proposal, specifying your research question, hypothesis, and your proposed method of gathering and analyzing your data. The Field and In-class Activities will provide you the background to develop and conduct your study. The Project Proposal will also include a preliminary list of references (scientific studies) you will use to inform your study. The proposal will be graded on completeness. I will provide feedback on your study before your jump into field work. The proposal is worth 15 points or 5% of your final grade.
- 2) **Research Report:** Each individual or group will submit a 4 to 8-page report that describes your study, your methods of collecting and analyzing your data, the results of your analysis, and your conclusions. The report will be written in the format of a scientific journal article. It is due at the end of finals week, by Thursday December 9 at 11:59 pm, and is worth 40 points or 15% of your final grade.
- 3) **Project Presentation:** Presentations will be made on the last day of class, 11/30 and during the time scheduled for our final Wednesday 12/7. Each group will deliver a short 10-minute presentation to the class, summarizing their findings. The presentation is worth 15 points or 5% of your final grade.

| Item  | Points             | Total Grade % |
|---|--------------------|---------------|
| Readings discussion points                      | 30                 | 10%           |
| Discussions & Participation                     | 30                 | 10%           |
| Lab Assignments (6)                             | 20 each, 120 total | 40%           |
| Quizzes (3)                                     | 15 each, 45 total  | 15%           |
| Final project; research proposal and references | 15                 | 5%            |
| Final project, research report                  | 40                 | 13%           |
| Final project, presentation                     | 20                 | 7%            |
| <b>TOTAL</b>                                    | <b>300 points</b>  | <b>100%</b>   |

**Grade value:** Scores for each graded assignment/test will be totaled and a final grade will be based on the total score as. Percent of 300 as follows:

|                |               |               |              |           |
|----------------|---------------|---------------|--------------|-----------|
| A = 94 – 100%  | B+ = 87 -89%  | C+ = 77 - 79% | D = 60 - 69% | F = < 60% |
| A- = 90- - 93% | B = 84 – 86%  | C = 74 - 76   |              |           |
|                | B- = 80 – 83% | C- = 70 – 73% |              |           |

### Course Policies

**Late and missed work policy:** For written assignments, a 20% per week late penalty will be applied for all quizzes, assignments, and discussions. The penalty will not apply if prior arrangements are made with the instructor or in the case of documented illness or emergency.

**Access and inclusion for students with disabilities:** If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. I am happy to work with you to ensure that your full participation in this course if possible. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you already have accommodations from the DRC, please contact me to make sure I have received a faculty notification letter and discuss your accommodation.

### CAMPUS POLICIES

#### Access and Inclusion for Students with Disabilities

PSU value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. The teaching team of this course strives to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor.

The 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 DRC to schedule an appointment and initiate a conversation about reasonable accommodations at [drc@pdx.edu](mailto:drc@pdx.edu) (<http://www.pds.edu/drc>).

If you already have accommodations, please contact the instructor to make sure that she has received a faculty notification letter and discuss your accommodations. For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety-fire-and-life-safety>) for information.

#### Student Conduct Goals

Portland State has a detailed code of conduct for students. Please review guidelines if you have not already done so:

<https://www.pdx.edu/dean-student-life/psu-student-code-conduct>

### **Academic Integrity**

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental science and management, collaboration is an essential part of problem-solving, and one we emphasize in undergraduate course. Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently there are strong formal and informal sanctions against academic misconduct in this university and in this department. We expect that all work that you submit in this class and in this department will represent an original synthesis of your own ideas and the ideas of others. The means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words, or placed in quotation marks. Any submitted work that violates this policy will receive a zero and be referred to the Dean of Student Life for adjudication.

If you are uncertain about whether conduct constitutes a violation or not, please ask questions. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide from the UCLA library is a good starting place: <http://guides.library.ucla.edu/bruin-success/citing>.

### **Canvas**

We will make use of Canvas in this course. Although this web-based course management system can display material on a wide range of platforms from desktops to tablet to phones, you may need to use functions that are only available on a fully functioning browser. If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. You can consult the OIT help desk at (503) 725-HELP or [help@pdx.edu](mailto:help@pdx.edu) for guidance on resources that may be available for free online or from PSU. (Also, I do not recommend trying to review PDF documents on a smart phone, due to the small size of the screen. If you cannot find a larger screen device, download the PDF and then use a viewer on your phone such as iBooks).

### **Title IX Reporting Obligations**

Please be aware that federal, state and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. (PSU faculty are also required to file a report under other circumstances, e.g., if we become aware of child abuse.) If you are experiencing or have experienced any form of sexual harassment or violence and would like to get support and learn about your options without triggering a report or an investigation, the PSU Women's Resource Center hosts advocates who can maintain confidentiality, and their services are available to students of all genders. To book an appointment with a confidential advocate, go to [psuwrd.youcanbook.me](http://psuwrd.youcanbook.me) or call (503) 725-5672. You may also wish to seek help from the Center for Student Health and Counseling (SHAC), where counselors are not subject to the same reporting requirements as your instructors.

### **Student's Right to Privacy**

The Family Educational Rights and Privacy Act (FERPA) 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. Generally, schools must have written permission from the student 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. Schools may also 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. These

sites provide additional information FERPA: <https://www.pdx.edu/registration/student-record-privacy-policy>.

[https://www.pdx.edu/sites/www.pdx.edu.educatoion/files/gse\\_handbook\\_privacy.pdf](https://www.pdx.edu/sites/www.pdx.edu.educatoion/files/gse_handbook_privacy.pdf)

### **CAMPUS RESOURCES**

There are numerous resources available on campus to help you feel comfortable at PSU and succeed academically, including (but not limited to) services for students with disabilities, tutoring, career advising, multicultural centers, centers for women, LBTGQI, transfer and returning students, resources for students experiencing food insecurity, students with children, and veterans – just to name a few. You can set up an appointment to chat with a writing consultant while you both look at a draft paper you're writing (The Writing Center), or talk to a lawyer about problems that may arise with your landlord, to get help with immigration matters, traffic accidents and citations, or to change the way your name or gender is recorded by the government (Student Legal Services) and all of these service are free to registered students.

While many of these programs have changed the way they operate since the onset of COVID-19, they are still available and staffed with people who are eager to help you thrive. A list of the resources with links and descriptions is posted in the "Admin" module on Canvas, the instructor can also help connect you with support that aligns with your needs, so send me an email if you don't know where to start.