

FOR 400 Human Dimension of Forestry and Natural Resources

Fall 2019 (3 credit hours)

Course Syllabus

Instructors

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Class Time

MWF 10:00 – 10:50 am in the Don and Cathy Jacobs Science Building Rm. 139.

Course Description

In an issues based format, students will study and write about societal trends and their impact on natural systems, the disconnect between society and nature, wildlife-human interactions, as well as problems related to globalization and urbanization.

This is a writing-intensive course approved to fulfill the Graduation Composition and Communication Requirement (GCCR) for forestry majors. To receive GCCR credit for this course, you must 1) already have sophomore status (completed 30 credit hours), 2) earn an average grade of C or better on the designated Composition and Communication intensive assignments, and 3) complete this course and the other approved GCCR course, FOR 480. This course provides partial credit for the written component of the GCCR for the forestry major in conjunction with FOR 480.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Understand the impact of various societal trends on natural resource management.
2. Understand the insights and utility of the social sciences as applied to environmental and natural resource issues.
3. Use Tools for Engaging Landowners Effectively (TELE) to formulate a plan to help organizations engage appropriate stakeholders, including landowners, with stewardship related actions.
4. This course is a Composition and Communication intensive course and by the end of the course you will be able to successfully:
 - a. Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.

- b. Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- c. Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- d. Write a capable, interesting essay about a complex issue in forestry and natural resources for a general university audience.

Required Materials

We will be using *Engaging Landowners in Conservation – A Complete Guide to Designing Programs and Communications (Tools for Engaging Landowners Effectively - TELE)* for this course.

<https://www.engaginglandowners.org/guide>

Printed copies of these materials will be provided. These are excellent resources for forestry and natural resource practitioners. We highly recommend keeping these materials after you leave the university and become forestry and natural resource professionals.

About TELE - "TELE is a project of the Sustaining Family Forests Initiative, which is a collaboration between the Yale School of Forestry & Environmental Studies, the U.S. Forest Service, and the Center for Nonprofit Strategies, aimed at gaining and disseminating comprehensive knowledge about family forest owners throughout the United States." (Source <https://www.engaginglandowners.org/> site accessed 7/26/2019)

Other readings materials will be required in this course. These articles will be available in Canvas.

Grading Procedures

Classes will consist of lectures, group discussions, and class exercises centered on the group project. Assignments details will be available via Canvas. Unless otherwise stated, assignments must be submitted via Canvas. Your course grade will be determined as follows:

Daily Activities and Participation	450 points
Writing exercises / Quizzes (5 pts each)	100 points
Participation – Class and Group Discussion (5 pts each)	200 points
Group led discussion with group’s primary guest	75 points
Group led discussion with group’s secondary guests	75 points
Pre-test and Post-test Questionnaire	150 points
Pre-test Questionnaire	25 points
Post-test Questionnaire	25 points
Reflection paper Homework (600-800 words)	100 points
Project Paper*	1,000 points
1. Identify the Problem	100 points
2. Setting Goals and Objectives	100 points
3. Working with Partners	100 points
4. Understanding Your Audience	100 points
5. Designing Messages	100 points
6. Developing Materials	100 points
7. Getting the Word Out	100 points
8. Evaluating and Learning	100 points
Compiled final paper draft (for peer review)	25 points
Peer review of classmate’s paper	25 points
Final compiled paper (written individually)	150 points
Project Presentation*	250 points
<u>Oral</u>	
Individual component (5-7 min) of group presentation (DRAFT)	25 points
Peer review draft presentation (see above)	25 points
Individual component (5-7 min) of group presentation (FINAL)	200 points
Final Deliverables to Organization	150 points
Final Group Report (one report per group; logical compilation of individual papers from the group)	100 points
Final Group Slides (one set of slides per group)	50 points

TOTAL 2,000 points

*To pass this course you must earn an average grade of C or better on the designated Composition and Communication intensive assignments.

Undergraduate Grading Scale

- A: ≥ 900 points
- B: ≥ 800 points and < 900
- C: ≥ 700 and < 800
- D: ≥ 600 and < 700
- E: < 600

Mid-term Grade

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Final Exam Information

There is no final exam for this course.

Submission of Assignments

All assignments, unless otherwise stated, are to be **uploaded to Canvas on the date due**. Your writing exercises will be written in class and submitted during class.

Late assignments – **Points will be taken off for late assignments**. Assignments that are submitted late will have 5 points taken off the final grade for that assignment for each day the item is late.

For help on submitting assignments through Canvas, visit - https://uk.instructure.com/courses/1096339/pages/submit-your-assignments?module_item_id=8404331

Assignments

1. Daily Activities and Participation

Writing exercise / Quizzes – At the beginning of class, there may be a five minute writing assignment or quiz given. The five minute writing exercise or quiz will be handed in to the instructor at the end of the five minutes. **It is important that you show up on time for class so you do not miss this graded assignment that will be conducted at the beginning of class.** The five minute writing exercises or quizzes will be unannounced and given regularly throughout the semester.

Participation – Class and Group Discussion – This course is a discussion-based course. You need to carefully read the assigned readings for each class and be ready to discuss the readings. The course readings will be available through Canvas. **Bring pencil/pens and paper to class. Take notes in class!**

Group Led Discussion with Guest(s) – At the beginning of the semester, students will be assigned to a group. Groups will lead the discussion and question/answer period with the guest speaker. Groups will contact the speakers to prepare for the class meeting.

During the video conference days, each group will need to bring 1 laptop with a camera for the video conference. The Zoom Plug-In must be installed prior to the first video conference.

2. Pre-test and Post-test Questionnaire

A pre-test and post-test will be given at the beginning and end of the semester. In addition, you will be required to write a reflection paper on your work in the class this semester. Additional details about this assignment will be available in Canvas.

3. Project Paper

Students will work in groups on an assigned topic. However, assignments in this section are to be written by each student individually. You may discuss the components of each section with your group but the writing and interpretation on the components must be done individually. Additional details for this assignment will be provided in class and on Canvas.

4. Project Presentation

Students will work in groups to prepare a presentation of their group project to the organization and other classmates. Each student must have a total of 5-7 minutes of individual time to present. Additional details for this assignment will be provided in class and on Canvas.

5. Final Deliverables to Organization

Each group will submit one final written report to the organization their group has been working with. A final set of the presentation slides will also be submitted to the organization. Additional details for this assignment will be provided in class and on Canvas.

Course Outline – See Canvas for a full list of assignments and due dates.

Week	Day	Day	Date	Activity	Items Due
1	1	Mon	8/26/2019	Course introduction and review syllabus	
	2	Wed	8/28/2019	Introduction to Human Dimensions - Overview of 'Engaging Landowners in Conservation' & #1 Identify the Problem	
	3	Fri	8/30/2019	Human Dimensions in Kentucky (Ruffed Grouse) - <i>Zak Danks</i>	Submit via Canvas three questions for Zak Danks who will be discussing Ruffed Grouse. Due 8/29 at 11:59 pm in Canvas.
2	xx	Mon	9/2/2019 (Labor Day)	No class	
	4	Wed	9/4/2019	#2 Setting Goals and Objectives - Review TELE Workbook and project components	Project Paper #1 - Identify the Problem DUE
	5	Fri	9/6/2019	TELE - Overview - <i>Purnima Chawla</i>	Submit via Canvas three questions for Purnima Chawla who will be discussing the TELE process. Due 9/5 at 11:59 pm in Canvas.
3	6	Mon	9/9/2019	#3 Working with Partners	
	7	Wed	9/11/2019	Working with Partners (Wildlife Stakeholders) – <i>Dr. Matt Springer</i>	
	8	Fri	9/13/2019	#4 Understanding Your Audience. Information gathering - quantitative qualitative overview	
4	9	Mon	9/16/2019	Class time to work with group to develop survey and focus group questions	
	10	Wed	9/18/2019	Interview 1 - AMJV (remote interview) - Amanda Duren	
	xx	Fri	9/20/2019	Class will not meet. Kentucky Wood Expo.	
5	11	Mon	9/23/2019	Interview 2 - KWOA - Doug McLaren	
	12	Wed	9/25/2019	Interview 3 - White Oak Initiative - Darren Morris	
	13	Fri	9/27/2019	Interview 4 - NRCS - Tony Nott	
6	14	Mon	9/30/2019	Class debriefing of 1-4 introductory interviews	

	15	Wed	10/2/2019	Overview of Certification (lecture) - Gracey/Ammerman/Stringer	
	16	Fri	10/4/2019	Interview A - interview/discussion of certification - Gracey/Ammerman/Stringer	
7	17	Mon	10/7/2019	Interview B - KFIA - Bob Bauer	
	18	Wed	10/9/2019	Interview C - KDF - Kristian Pickering	Due 10/10 - Project Paper #2, #3, #4 DUE
	19	Fri	10/11/2019	Class time to work on groups on the TELE ladder/workbook/debriefing of interviews	
8	20	Mon	10/14/2019	TELE Workshop#2 - Purnima Chawla	
	21	Wed	10/16/2019	#5 Design Message (with Environmental Behavior)	
	22	Fri	10/18/2019	#6 Developing Material (with Types of Communication)	
9	xx	Mon	10/21/2019 (fall break)	No class	
	23	Wed	10/23/2019	#7 Getting the Word Out (with Extension)	Project Paper #5 & #6 DUE
	24	Fri	10/25/2019	#8 Evaluation and Learning (with Examples from Extension)	
10	xx	Mon	10/28/2019	Class will not meet. SAF Volunteering	
	xx	Wed	10/30/2019	Class will not meet. SAF Meeting.	
	xx	Fri	11/1/2019	Class will not meet. SAF Meeting.	
11	25	Mon	11/4/2019	Forest landowners - discussion	
	26	Wed	11/6/2019	Forest landowners - discussion	Project Paper #7 & #8 DUE
	27	Fri	11/8/2019	Discussion of projects - TELE Follow-up?	
12	28	Mon	11/11/2019	Discussion of projects	
	29	Wed	11/13/2019	International Issues & TELE	Due 11/14 Compiled draft to Canvas.
	30	Fri	11/15/2019	Peer review of drafts	In class peer review of individual drafts

13	31	Mon	11/18/2019	Case Study - Graduate Student Presentation	
	32	Wed	11/20/2019	Class time to work with group on presentation	Final compiled individual report due Due 11/21 - Draft slides due prior to class. Peer review of presentation (done within groups in class)
	33	Fri	11/22/2019	Class time to work with group on presentation	
14	34	Mon	11/25/2019	Class time to work with group on presentation	
	xx	Wed	11/27/2019 (Holiday)	No class	
	xx	Fri	11/29/2019 (Holiday)	No class	
15	35	Mon	12/2/2019	Group 1 Presentation to organization - <i>Amanda Duren</i>	Group 1 - One final report from the group due to the Organization. Final compiled slides due to organization
	36	Wed	12/4/2019	Group 2 Presentation to organization - <i>Doug McLaren</i>	Group 2 - One final report from the group due to the Organization. Final compiled slides due to organization
	37	Fri	12/6/2019	Debriefing of presentation 1 & 2 - What do you wish you would have done differently? What worked? What didn't?	
16	38	Mon	12/9/2019	Group 3 Presentation to organization - <i>Darren Morris</i>	Group 3 - One final report from the group due to the Organization. Final compiled slides due to organization
	39	Wed	12/11/2019	Group 4 Presentation to organization - <i>Tony Nott</i>	Group 4 - One final report from the group due to the Organization. Final compiled slides due to organization
	40	Fri	12/13/2019	Debriefing of presentations 3 & 4 - What do you wish you would have done differently? What worked, what didn't?	Reflection Paper Homework
17		finals week	no final		

Excused Absences

Students need to notify the instructor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that instructors have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Forestry and Natural Resources Student Norms

Students in the professional forestry degree program and those enrolled in forestry courses are expected to adhere to norms of academic etiquette in the classroom, lab, and field. These norms are consistent with UK and professional standards that promote a culture consistent with a positive learning environment and demonstrate appropriate respect for students, faculty and staff. These norms include:

- No use of unapproved electronic devices including cell phones, laptops, tablets and similar devices
- Arriving on time to avoid interruption
- Avoid leaving class prematurely without consent of the instructor
- Avoiding distracting behaviors including, but not limited to talking
- Engaging in a positive manner in class activities
- Providing proper respect for faculty, staff and fellow students
- Student behavior inconsistent with these norms can result in actions to ensure a productive academic and professional environment⁽¹⁾.

⁽¹⁾ Students that have disabilities or conditions that are an impediment to achieving these norms are required by the university to advise and provide the instructor with professional documentation associated with the condition within the first two weeks of class. Faculty and staff in the department will work to help students who already have engaged with appropriate university resource(s) to achieve their academic potential while ensuring the overall integrity of the instructional environment for all students. Faculty and staff will also assist students to find appropriate university resources that can help them achieve their academic potential and improve the overall academic environment for all students.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content,

and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see Laura Lhotka as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide Laura Lhotka with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Directions for an Emergency

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), go to the Severe Weather Shelter in the building. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble on the lawn in front of the building so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergencyresponse-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.