

Course Information

Semester & Year: Fall 2020

Course ID & Section #: FNR-1-E0244

Instructor's name: Dr. Tim Baker

[if synchronous] Day/Time of required meetings: T/TH 10:00-11:00am Labs Tuesdays 1:00-4:00pm

[if in-person] Location: - Field Labs with Varied Locations (campus and off-campus)

[if needed] Number of proctored exams: 0

Course units: 3

Instructor Contact Information

*Online: Online through email, Canvas, Zoom

Office hours: Online TH 10-11am

Phone number: 476-4348 (voicemail)

Email address: Tim-Baker@redwoods.edu or follow the Canvas link

Catalog Description

An introduction to forest and natural resource issues and management. The lectures and discussion cover three general areas: goods and services derived from forests, basic management strategies for natural resources; and the development and application of relevant policies and regulations, including historical perspectives. Weekly field exercises introduce students to basic techniques for field work and how different management approaches are applied in the woods.

Course Student Learning Outcomes *(from course outline of record)*

1. *Describe the goods, services, and benefits derived from utilizing natural resources.*
2. *Explain the basic components of forest ecosystems and use critical thinking to determine how management affects these ecosystems*
3. *Discuss the historic, economic, and political framework of natural resource utilization.*
4. Labs Specific Outcome: *Demonstrate safety protocols and common field techniques in natural resources at a basic level.*

Prerequisites/co-requisites/ recommended preparation

This course is being taught in a hybrid format for Fall 2020 which means all of the lectures and some of the lab activities will be online-based and the remainder of the labs will be in-person field labs with COVID-19 health protocols in place. Because of this format students will be required to have access to adequate computer and internet access and familiarity with basic computer skills. Examples of this include:

- *navigate a class in Canvas*
- *receive and respond to messages sent to your CR email account (this means you need to CHECK your CR email!)*
- *download and upload files in Canvas assignments*
- *use a phone or digital camera (or webcam?) to upload "selfies" to your online lab notebook*
- *use a word processor program (such as Microsoft Word or Google Docs)*
- *use a webcam or a phone to record and upload videos in Canvas*
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Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Grades for the course will be determined by the following:

Module Quizzes	35%
Module Assignments	20%
Weekly Discussions	5%
Lab Exercises	30%
<u>Project</u>	<u>10%</u>
Total	100%

Module quizzes will have closing dates — if you miss the closing date you will receive a 0 for that quiz so please pay attention to them. Late Assignments or Lab Exercises will be penalized 10% for each week past the due date. If you miss the discussion for a specific week, you'll get a 0 for it. Details on all of these course components will be available in Canvas.

Admissions deadlines & enrollment policies

Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*

- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)

- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

General Course information.

Textbook: (required) Introduction to Forests and Renewable Resources 9th Edition by Dawson and Hendee (ISBN 978-1-4786-3889-6)

Field Equipment: We will have several outdoor field labs this Fall with safety protocols in place. These labs require appropriate clothing and closed-toe, traction footwear for conditions, field notebook, and miscellaneous items (sunscreen/bug repellant/ water, etc..) NOTE: You will not be allowed to participate in most outdoor labs if you do not wear appropriate attire (e.g. no flip flops or smooth-soled shoes). When working in the woods we will wear hard hats that are provided. There will be several off-campus field trips and you are responsible for your own transportation to the field sites. **This Fall every field lab will require you to wear a mask at all times while participating in the class.**

Course Objective:

The course will introduce you to forestry and natural resource management. We will examine the cultural and societal forces shaping the profession, technical aspects of ecological management and develop an understanding of the forces shaping forest management today.

Labs are designed to give you hands-on exposure to various kinds of field activities within forestry and natural resource management and common safety protocols used in the field. Labs are **REQUIRED** and count for almost 1/3rd of the course grade. **This Fall many of the labs will be "virtual" while a few will be In-Person outdoors. This will vary by week so you must pay attention to Canvas announcements for each week.**

The general outline of study is:

Historic uses of forests and natural resources	Module 1
Wood and non-wood commercial products	Module 2
Wildlife resources	Module 3
Water resources	Module 4
Recreation management	Module 5
Wilderness management	Module 6
Wildland Fire	Module 7
Range Management	Module 8
Silviculture and Sustainable Forestry	Module 9
Ecosystem management	Module 10
Forest health	Module 11
Economics and decision making	Module 12
State forestry laws	Module 13
Federal laws and regulations	Module 14

Drop Policy:

You may be dropped from the class if you miss 3 or more weeks of class participation, discussion, assignments or labs prior to the end of week 10.

Group Project:

The focus of this project is to get well acquainted with one of the natural resource problems that face this region. Because we are in a very resource rich area that has a long history of use, we face a large number of important resource management issues. Many of these are controversial because of basic conflicts in viewpoints about how resources can best be utilized to meet the needs of society.

Each group of 3-4 students will choose a single local natural resource issue to focus on. The key to successfully addressing the issue will be to try as much as possible to narrowly focus your questions about what the central issue is. For example: The management of the whole Klamath river is a very broad topic that is beyond the scope of this project but pieces of that issue could be a focus (e.g. water use and allocation; dam renovation or removal; allocation of annual fish harvest among recreational, commercial and tribal fisheries; timber harvesting activities and sediment inputs, etc..).

Once the topic is chosen by the group and the focus written out, the instructor will give each group feedback on the feasibility of the project. Then each group will find background information on the various sides of the issue (e.g. preservation vs. utilization) and develop a summary of the various arguments. Sources can include the internet, newspapers, interviews, etc.. but should also include scientific sources. There's a collection of news journals called the "High Country News" that covers western environmental issues and there are Journal of Forestry magazines located in the classroom as well.

The **output** from the project will be an **executive summary** of the issue researched by the group. It should clearly state what the problem is, how it got to be a problem, what the various sides are to the issue and what kinds of approaches could be taken to solve the problem (typewritten, formatted, etc..). **The groups will also present an overview/summary** of their project to the class during the last lab of the semester (can use PowerPoint or other presentation material). The overall idea is to present the issue at hand and the various approaches that different groups take to try and solve the issue. This will be easier if you focus on a specific issue (like dam removal on the Klamath) instead of a really broad issue (like overfishing in the ocean). History is also important in these issues so don't forget to cover that as well.