

Online Introduction to Forestry FOR 111 Online Syllabus

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NOTE to Prospective Students:

This course has been designed as a distance education option course for Forestry 111, Introduction to Forestry. The course is a necessary prerequisite for students pursuing the Professional Forestry Bachelor of Science Degree in the College of Forestry, Oregon State University. In addition the course is a foundation course for the Renewable Materials degree program in the Wood Science and Engineering department, the Recreation Resource Management degree in the Forest Ecosystems and Society department, and also can be used as a foundation course in a number of other degree programs outside of the College of Forestry. The course follows the same curriculum as the in-residence FOR 111 taught at the College of Forestry. Lecture notes, Powerpoint slides, presentations, readings and assessments are the same. The course is designed as a 10-week curriculum with lecture material presented 2 days per week. Field laboratories have been modified for the online course. While forest field laboratories are an important part of the curriculum and learning experience, they are a smaller part of the overall course. The ideas and learning objectives gained from field exercises can be just as effectively learned in alternative laboratory exercises designed for distance education students. In the end, students who successfully complete the requirements for the course will be on par with those who successfully complete the in-residence course.

The lecture notes are a supplement and often an addition to the textbook. The readings have been carefully selected to compliment the learning objectives for each week.

Please note that you may need access to a document scanner in order to scan and submit assignments and labs. Note that most assignments can be submitted electronically

FOR 111 Introduction to Forestry

Course Credits: This course combines approximately 80 hours of instruction and assignments for 3 credits. The course combines approximately 2 hours of lecture time per week with approximately 6 hours per week of laboratory/homework exercises.

Prerequisite: There are no prerequisite courses prior to taking this course.

Course Format: The format of this course is series of weekly lectures that are intended to follow the format of the in-residence course. Lecture notes are supplemented by companion PowerPoint slides and additional reading as suggested in the syllabus from time to time.

Communication: Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructors for matters of a personal nature. We will always do our best to reply to course-related questions and email within 24-48 hours.

Technical Assistance: If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

CANVAS: This course will be delivered via CANVAS where you will interact with your classmates and with your instructor. Within the course CANVAS site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Required Texts: **Grebner, Bettinger, and Siry. 2013. Introduction to Forestry and Natural Resources. 1st ed.** Academic Press. ISBN: 9780123869012. 508 pp. *NOTE: This book is also available at the publisher at a substantial savings:* <http://tinyurl.com/elsevier-PRF13>

Leopold, Aldo. 1986. A Sand County Almanac: with Essays on Conservation from Round River. Random House. 296 pp.

Course Goals:

This course has two primary objectives:

1. To give you a broad exposure to the range of issues faced by societies in the management of forested lands and in the provision of services and products from those lands and;
2. To provide some first-hand experience in the application of a few basic methods of field data collection and analysis commonly used by forest resource professionals in management activities.

In thinking about management issues and concerns, we will consider all types of uses of the forest, both in the US and in other nations and cultural settings. Time will limit how much we can do with field and analytical methods, but what we do cover should give you a sense of the types of problems and opportunities forest resource managers face.

Course Learning Outcomes:

Students who successful complete this course will be able to explain or describe, in their own words:

1. Why societies value forests and their multiple products and services -- the big picture role of forests in the US and world.
2. The basic elements of complex forest ecosystems and the implications of this complexity for the management and protection of these forests.
3. The broad regulatory environments and social frameworks in which forestry is practiced -- the general laws and customs we have to regulate and direct forest use and why we have them.
4. The management technology, practices and methods used by different owners to ensure sustained availability of the forest's many products and services for society over time.

Guidelines for a productive and effective online classroom

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the

term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Oregon State University policy on Student Conduct

<http://oregonstate.edu/studentconduct/code/index.php> Students are expected to uphold the Academic Honor Code published by their respective Academic Unit. The code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive, (2) Students are also expected to follow the academic and professional standards of the academic units, and (3) Choosing to join the Oregon State University community obligates each member to a code of responsible behavior.

College of Forestry Code of Professional Conduct

<http://studentservices.forestry.oregonstate.edu/college-forestry-code-professional-conduct> The College of Forestry is a community of faculty, staff, students, and visitors that stretches across all spectrums. Every member of the College community is responsible for conduct that creates, promotes, and maintains a learning and work environment that is open to and welcomes all persons. As a community, we embrace each member through the acknowledgement, honoring, and celebration of our commonalities and our differences.

The foundation for maintaining this environment requires that all persons must treat all others with dignity and respect at all times. The College fully supports the mission and goals of Oregon State University and affirms its support of the University policy against discrimination (<http://oregonstate.edu/dept/affact/policy/discrimination.html>), as well as the University's policies on honesty, ethics, and substance abuse (including alcohol) (<http://oregonstate.edu/admin/stucon/>).

Course Policies

1. All assignments are due by the time and date assigned.
2. To receive credit, assignments must be turned in on time. **Late assignments will not receive full credit unless prior arrangements have been made with the instructor**
3. **Any requests for deviations in the course policies, schedule, or deadlines must be made in writing to the instructor. These requests should be made in the form of a typed business style letter that clearly states and defends your request. E-mail is acceptable but should be confirmed as having been received.**

Grading:

Grades will be based on: (i) five essays developed from issues presented in lectures and readings relating to uses and management of forests, (ii) participation in field and office laboratories and completion of the associated exercises. Details of each assignment will be discussed in lectures and labs, (iii) participation in the class discussion board, and (iv) participation in the weekly reflections.

Final grades for the course will be based on the planned following:

Item	Total points
Labs (9)	90 (28.6%)
Essays (5)	125 (39.7%)
Weekly Discussions (10)	50 (15.9%)
Weekly Reflections (10)	50 (15.9%)
Totals	315 (100%)

Final grades will be assigned according to the usual scale based on percentage of total class points earned: A \geq 94%, A- = 90-94%, B+ = 87-89%, B = 84-86%, B- = 80-83%, C+ = 77-79%, C = 74-76%, C- = 70-73%, D+ = 67-69%, D = 64-66%, D- = 60-63%, F \leq 60%.

Graded Class Assignments

	Essays	Due	Maximum Length
1	How do forests affect <u>your</u> life? How will your future life, career and lifestyle be impacted by forests and how will your choices affect forests?	By Sunday, 5 PM PST of Week 2	3 pages
2	What are the broad types of disturbances that are common in forested ecosystems and what roles do they play in the development and maintenance of the forest over time?	By Sunday, 5 PM PST of Week 4	2 pages
3	The uses and management of forests are subjects of extensive conflict in virtually every country, and societies have erected elaborate systems of laws to regulate use and reduce conflicts. If all forest owners and managers subscribed to the notion of a land ethic as proposed by Leopold, would the many social conflicts surrounding our forests be resolved?	By Sunday, 5 PM PST of Week 6	3 pages
4	What are ecosystem services? Beyond the customary forms of commodity outputs (such as wood products) how is it possible to manage forests for these services?	By Sunday, 5 PM PST of Week 8	2 pages
5	What would be the key steps required to sustain the world's forests in the face of growing populations, continued disparities in living standards, and changing climate? Can it be done?	By Sunday, 5 PM PST of Week 11	3 pages

Writing an essay in FOR 111

In some of the graded essays for this course, we ask you to express your reasoned opinions about certain propositions. In these cases there is no “right” or “wrong” answer. But there will be a range of qualities of answers depending, fundamentally, on how many dimensions of the question the writer recognizes and addresses in their response and the thoughtfulness of their remarks. In essay questions, the quality of the answer is usually judged by the various facets of the question that the respondent recognizes and how well the discussion of these facets is woven together to make the writer’s point(s). It may be possible to “answer” the question in a very few words. Higher quality answers, however, will have identified and explored dimensions or details of the question and used these details to support a view or make a point. One approach to developing your essay that might be helpful is to write a draft of your response, then put yourself in the place of another person reading your essay and try to imagine all the questions that might arise as they read it. The subjects of these questions may be further elements of the essay that you need to develop.

Here are some ideas for consideration in developing your responses to the five major essay questions listed on the previous page.

How do forests affect your life? How will your future life affect forests? Think about your own past experiences and future plans. What has been said about these the inter-linkages of human society and forests in lectures, labs and in the text? Do you have to visit a forest to have an impact? How does that work?

What are the broad types of disturbances common in forest ecosystems? What role do they play in development and maintenance of the forest over time? This is more than just a listing of topics. What is the importance of the various types of disturbances in shaping the future of the forest system?

If all forest owners and managers subscribed to the notion of a land ethic as proposed by Leopold, would the many social conflicts surrounding our forests be resolved? Consider the specific wording of this question carefully. Is there a “right” answer? How can you support your opinion? What are the parts of the question (the phrases before and after the comma)? What exactly does Leopold have to say about the role of a land ethic? Think about *social conflicts* over forests.

What are ecosystem services? Beyond the customary forms of commodity outputs (such as wood products) how is it possible to manage forests for these services? Again, use lectures, text and labs to develop a response. How might management of forests for ecosystem services differ from management for commodity products?

Is it possible to sustain the world’s forests in the face of growing populations, continued disparities in living standards, and changing climate? First, what are the suppositions in this question – the items in the last prepositional phrase? What do you know about these things and do you agree? What have you heard in class and read in our texts that would help you form an

opinion about this very broad question and develop a reasoned response? What would be the key steps in thinking about a global strategy to sustain forests?

Essay mechanics: Submit your essays in double spaced format, with 1” margins on all sides, using Times New Roman or an equivalent font, with a font size of 12. Submissions that are hand written or deviate from these guidelines will be returned and treated as late.

DISCUSSION BOARD

An important component of online education is the interaction and participation with the class community on a variety of topics related to the material and your personal experiences, thoughts, or philosophies. Each week a topic will be introduced to the discussion board. Some may be controversial, some may be benign. For each topic you will be asked to participate by posting to the discussion board and providing comments to other posts. Topics include:

Week	Topic	Week	Topic
1	Introduce yourself to the group. Experiences in forests (recreation, employment, others)	6	Discuss some of the things you observed in your recreation lab this week. What surprised you or caused you to have a reaction (positive or negative)?
2	Describe your experiences in different forest types. Did these experiences evoke any type of emotional responses	7	Have you visited a wilderness area? Describe or comment on some aspects that had an effect on you (positive/negative).
3	What are your thoughts on the role of fire prevention in forests? Should we let them burn, should we be aggressive in putting them out??	8	Does the harvesting of trees evoke a strong response in you (positive/negative)?
4	Do you have any interactions with wildlife in forests? What are your thoughts about clear-cutting? What are your thoughts about prescribed burning in the forests?	9	Do you have any unique non-lumber wood products in your home? Describe some of them for us.
5	What is your general perception of land stewardship by forest landowner in the U.S.? How would you mitigate policies to deal with forest use conflicts?	10	What does the term “Renewable Resource” mean to you? What does the term “Sustainable” mean to you?

The weekly discussions are worth 5 points each

Weekly Reflections

Another important component of online education is the relevance and interest of the weekly topics and the reading and activities associated with that week's topics.

At the end of each week, you will be asked to post your reflection for the week around a general set of questions provided in the weekly Introduction document:

Generally, this will be in the form of:

- Observations, highlights, BFO's (Blinding Flashes of the Obvious)
- What did you take away from this week's learning objectives
- Are you surprised at anything; Why or why not

The weekly reflections are worth 5 points each

FOR 111 Planned Schedule

<p>Week 1</p>	<p>Lecture:</p> <p>Lab 1:</p> <p>Discussion Board</p> <p>Essay Assignment</p> <p>Reading:</p>	<p>Lecture 1 Introduction – Forests and Forestry Lecture 2 Forests for a Richer Future</p> <p>OFFICE Historical and Contemporary issues with the World’s Forests Forests and forest issues globally U.N. REDD country proposals for forestry targets Historical land and forest use globally. (10 points)</p> <p>Introduction topics (5 points)</p> <p>Essay 1 - How do forests affect your life? (25 points)</p> <p>Chap 1: pp 1-20</p>
<p>Week 2</p>	<p>Lecture:</p> <p>Lab 2:</p> <p>Discussion Board</p> <p>Reading:</p>	<p>Extent and Diversity of PNW Forests Forest Ecosystems and Ecology: Basic Concepts</p> <p>FIELD Forests Ecology, Community, and Succession Field observation lab incorporating the week’s topics on forest communities and structure and roles of succession and dynamics at 4 levels of the forested ecosystem (10 points)</p> <p>Forest Ecosystem Experience (5 points)</p> <p>Chap 2: pp 21-32 , Chap 10</p>
<p>Week 3</p>	<p>Lecture:</p> <p>Lab 3:</p> <p>Discussion Board</p> <p>Essay Assignment</p> <p>Reading:</p>	<p>Forest Watersheds and Hydrology Fire in the Forest: Current Fire Policy Issues</p> <p>FIELD Basic land measurements Determining distance and measurement error through Pacing. (10 points)</p> <p>Fire – let it burn/put it out (5 points)</p> <p>Essay 2 - disturbances common in forest ecosystems? (25 points)</p> <p>Begin reading Leopold sometime this week. By week 5 you should have read the land ethics portion Chap 6, 8, 14</p>
<p>Week 4</p>	<p>Lecture:</p> <p>Lab 4:</p> <p>Reading:</p>	<p>Forests and Wildlife Silviculture</p> <p>FIELD Basic tree and vegetation measures, sampling, measuring tree heights, diameters, numbers of trees per unit area, basal area, volumes, crown cover, crown ratio--introduction to basic instruments and measurements. (10 points)</p> <p>Chap 5, 11</p>

Week 5	Lecture:	Evolution of U.S. Forest Policies Forests and Environmental Law
	Lab 5:	OFFICE Lab exercise on some aspect of state forest policy, federal forest and environmental policy, or forest certification. (10 points)
	Essay Assignment	Essay 3 – Social conflicts and Land Ethics. (25 points)
	Reading:	Chap 15, 3 Revisit the Land Ethic portion of Leopold

Week 6	Lecture:	Forests and Recreation Forest Diseases and Insects
	Lab 6:	FIELD Forest Recreation Recreational use of forests, characteristics of recreationists, WUI issues, trail evaluation – observations in the field. (10 points)
	Reading:	Chap 7, 14

Week 7	Lecture:	Forests, Carbon, and Climate Change Management of Preserves and Wilderness Areas for Recreation
	Lab 7:	OFFICE Lab exercise on ecosystem services. Focus is on characterization of possible ecosystem services from a nearby forest. (10 points)
	Essay Assignment	Essay 4 - What are ecosystem services? (25 points)
	Reading:	Chap 6, 7

Week 8	Lecture:	Forest Harvesting and Harvest Planning Resources for Renewable Materials
	Lab 8:	OFFICE Develop a short Powerpoint presentation on some aspect of forest harvesting. Include aspects of collection, processing, transportation, and consumption. Presentation should be between 15 and 20 slides. (10 points)
	Reading:	Chap 12, 4

Week 9	Lecture: Lab 9: Essay Assignment Reading:	Processing Renewable Materials FIELD/OFFICE Visit a nearby manufacturing/retail facility utilizing non-lumber commodities. Develop a short Powerpoint presentation on some aspect of non-lumber commodities. Include aspects of collection, processing, transportation, and consumption. Presentation should be between 10 and 15 slides. (10 points) Essay 5 – Sustaining the World’s Forests. (25 points) Chap 4
Week 10	Lecture: Lab 10: Reading:	A Glimpse of Science, Technology, and Business side of Renewable Resources No Lab this week Chap 4
Week 11	Finals Week	Essay 5 is due by Wednesday, 5 P.M. PST