

**FOR 100, Section 001 (3 credits)
Introduction to Forestry
SYLLABUS – Fall Semester 2005**

Section 001: TR 9:30 – 10:45 am, Room 109, Thomas Poe Cooper Forestry Building

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(To find my office: open the door to room 209 and step inside – there you will find the door to my office.)
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Wednesdays 10 - 11:30 am
Also . . . please feel free to make an appointment!

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Course Objective: Forestry is a profession that integrates multiple natural and social science disciplines. In this course you will learn how foresters attempt to maintain healthy ecosystems while simultaneously meeting society's demands for forest products. Examples of course topics include: forest regions, tree biology, soil science, ecology, insects and diseases, measurement of forest resources, forest fire, management and decision making, forest products, and historical development of forest policy. While this course will not make you an expert in forestry, I hope that you will take from it a basic understanding of some of the physical, biological, and social principles used by foresters to develop natural resource management recommendations. Perhaps you will even decide to change your major to forestry!

Prerequisite: There is no prerequisite for this course except an interest in learning about forestry.

Required Text:

Young, R. A. and R. L. Giese (eds.). 2003. Introduction to forest ecosystem science and management (third edition). John Wiley & Sons, Inc. ISBN 0-471-33145-7.

University Studies Program: This course may be used by some non-Forestry majors in partial fulfillment of Requirement X (Electives) of UK's University Studies Program (USP). If you intend to use FOR 100 for this purpose, you should check with your advisor to ensure that this will be acceptable in your College and degree program.

Course Requirements:

1. FOR 100 Web Pages: Web pages for this course contain the syllabus, oral presentation instructions, worksheets, exams from a previous semester, PowerPoint notes corresponding to most of the text chapters, and occasional special announcements (such as schedule changes). I will expect you to print the PowerPoint notes and worksheet for each class session and bring them with you to class. You are responsible in a timely manner for all announcements posted to the *FOR 100* web pages. Thus, you should on a daily basis check the web pages for updates. The FOR 100 home page is:
<http://www.uky.edu/Agriculture/Forestry/for100/for100.html>
2. Readings: Required text readings are listed in the “Course Schedule” on pages 7 & 8 of this syllabus. I expect you to read the assigned chapters prior to the class sessions for which they are assigned. Adjustments in the text reading schedule, as well as supplementary additional readings, may be announced in class, by e-mail, and/or on the *FOR 100* web pages. Instructions regarding online, library reserve, or other access to supplementary readings will be provided if and when such assignments are made.
3. Worksheets: On the web I will provide worksheets for most of the course topics, to help you focus on relevant definitions, principles, concepts, computations, *etc.* Feel free at any time to ask me for help with your worksheets. Although I will not collect your worksheets for grading, I expect you to print and bring them to class with you, because we will sometimes discuss them during class time.
4. Teams: Early in the semester, I will assign you to a team. Team activities will strengthen your understanding of our topics and may involve in-class and/or take-home discussion, written work, oral presentations, and “Forest Jeopardy.” You may need to refer to assigned readings, PowerPoint notes, and/or worksheets during class time, so please bring these to class with you. Teams with outstanding performance on Forest Jeopardy will earn extra credit points.

In addition to routine assignments, your team will develop and deliver a formal oral presentation, to teach the class about a current forestry topic or issue. Instructions for your presentation and its related assignments are in a separate handout, which is available on the course web pages.

Late in the semester, your teammates will evaluate your contributions to your team’s activities (the evaluation form is on the web). This evaluation represents a significant portion of your course grade (see “*Grades*” below). Thus, you need your team and your team needs you!

IMPORTANT: In order for you to receive proper credit for your work, it is essential that you: (1) include your name ***and*** your team name on any work that you submit as an individual, and (2) include the individual names of all team members who participate in a team assignment ***and*** your team name on work that you submit as a team.

5. Forestry in the News: Forestry is often in the news, which makes it easy to learn about hot topics in forestry. In order to help you focus on an example of the types of forestry issues that are of social concern or interest, you will select, read, and write about a relevant newspaper article.

The article for your “Forestry in the News” assignment must have a publication date on or after Wednesday, 24 August 2005, and it must be published in one of the following newspapers: Boston Globe, Chicago Sun-Times, Lexington Herald-Leader, Los Angeles Times, Louisville Courier-Journal, New York Times, San Francisco Chronicle, Seattle Times, or Washington Post. **Do not choose editorials** – you must select a “news” article.

One strategy for finding interesting and relevant articles is to search the LexisNexis database, which is available through the UK Library system. The Agricultural Information Center provides a link to the database on its home page (<http://www.ca.uky.edu/AIC>).

- Your “Forestry in the News” paper, which is due Thursday, 27 October, must:
- i. state the purpose of your paper (by this I mean the purpose of the paper that **you** are writing, **not** the purpose of the newspaper article!),
 - ii. summarize the newspaper article’s main points in your own words,
 - iii. explain how you perceive the article to be related to forestry, and
 - iv. state your reaction to the article.

Do not “camouflage” your writing about each of these four requirements – please make obvious the purpose and relevance of each section of your paper.

Your paper must be printed by computer or typed, its **text** may not exceed 2 pages in length, and it must be formatted with 12-point font, 1-inch margins, and double line spacing. It must have a title page, which does not count toward the 2-page text maximum. Attach to your paper: (a) the article’s full bibliographic citation, and (b) a printed copy of the article (these two items do not count toward the 2-page text maximum). Make sure that your citation is **complete**, so that a reader could actually use it to retrieve and read the article.

If, in writing your paper, you use source documents additional to your chosen newspaper article, you must:

- (a) provide brief citations (e.g., author(s) and year) and/or footnotes at locations in the text where you refer to such sources, **and**
- (b) append as a separate page or pages a literature list, providing **complete** bibliographic information for each source document. This literature list will not count toward your 2-page text limit.

If you submit your paper by Thursday, 13 October, I will grade it and return it to you with comments. You may choose to accept that grade, in which case you do not need to submit the paper again on its formal due date. Or, if you wish to try to improve your grade, you may revise your paper and resubmit it on the formal due date (in which case, you **must** attach to your revision your **complete original draft** containing its attachments and my comments).

Your “Forestry in the News” paper will be graded not only on content, but also on organizational structure and writing quality. Be aware that we may discuss your “Forestry in the News” topic in class.

6. **Examinations:** There will be one 75-minute mid-term examination and one two-hour final examination (see “*Course Schedule*” below). The final exam will **not** be cumulative. The final exam has a “take-home” portion and an in-class portion. The take-home portion appears on the final page of this syllabus, along with instructions for its completion.

You are responsible on examinations for all materials and information addressed and/or assigned in the course, including classroom sessions, “Forestry in the News” topics (if discussed in class), assigned readings (whether or not discussed in class), lectures, impromptu assignments, worksheets, team oral presentations, and all materials on the *FOR 100* web pages (whether or not discussed in class). You can be confident that you will be well prepared for exams if you (with some degree of attention) attend class faithfully, participate in your team’s activities, and complete all reading, worksheets, and other assignments.

7. **Attendance:** I expect you to attend all class sessions. This policy will be enforced beginning Thursday, 1 September (*i.e.* the first class session following UK’s “add” deadline). See below for more information.

Classroom Sessions: Except when teams are working on in-class activities, classroom sessions will ordinarily be in the lecture format. Nonetheless, I encourage you to interrupt at any time with questions and discussion. The course will be more interesting and useful for you if we take the time to clarify difficult points and discuss topics of concern as they arise. This is especially important with regard to the numerous philosophical and controversial issues related to forestry.

Note that discussion of controversial issues (and there are many in forestry!), while healthy for intellectual growth, can become heated. Please try to keep the following points in mind:

1. In this course you will be tested on facts and logical reasoning, not on opinions. For example, by the end of this course, you should know what the Healthy Forests Restoration Act of 2003 (HFRA) is. It would also be fair to expect you to understand (a) logic that leads to support for the HFRA, **and** (b) logic that leads to opposition to the HFRA. But whether or not you personally support or oppose the HFRA is an opinion you have a right to form for yourself and that I have no right to use as a basis for your grade. I hope you will feel comfortable expressing your opinions.
2. Reasonable people can reasonably disagree. For example, even when people share the same set of values, they can logically disagree on policy decisions if they prioritize their values differently. Foresters (and forestry professors in particular!) do not have all the answers – there is ample room for debate on most issues.

3. Strive to disagree without being disagreeable, *i.e.* feel free to disagree with ideas and opinions, but don't make your criticisms personal. Similarly, try not to take it personally when people disagree with you. Instead, try to use opposing opinions as an opportunity to re-examine the logic of your own viewpoints.

Policy Statements:

1. Cheating of any form, including plagiarism, will not be tolerated. Cheating will be dealt with in accordance with University regulations, which, *e.g.*, stipulate for plagiarism a **minimum** penalty of an "E" grade for the course. Please take this admonition seriously. (See <http://www.uky.edu/StudentAffairs/Code>)
2. Punctual classroom attendance is important for your grade in this course. For example, many team activities will take place during class time, and your teammates' evaluations of your contributions to your team's work account for 15% of your course grade. Also, beginning with your second unexcused absence, each unexcused absence will result in subtraction of 2% directly from your overall course percentage score. An attendance sign-in sheet will be available at the beginning of each class session, from 1 September onwards. It is YOUR RESPONSIBILITY to sign legibly on the attendance sheet at the beginning of each class session. If your signature does not appear on a sign-in sheet, I will assume you were absent. We will abide by UK's definitions and policies for excused absences (<http://www.uky.edu/StudentAffairs/Code>). Please do not request an excused absence without documentation – this would be unfair to your classmates and will not be granted.
3. You may not submit or make up late assignments, or take make-up exams, except for reasons of excused absence or in cases of extreme hardship, in accordance with UK policy. Please be aware that it is **your responsibility** to abide by UK's timeliness requirements (<http://www.uky.edu/StudentAffairs/Code>) in contacting me to make up work missed due to excused absence. Extra credit points for Forest Jeopardy cannot be made up for any reason, even if an absence is excused on a Forest Jeopardy class day.
4. After one student has submitted her/his exam and left the room on an exam day, no further admission to an examination will be granted. If you arrive late for an exam, you risk a score of zero.

Grades: Your unadjusted course percentage will be computed from a weighted average of the percentage grades of individual course components, as follows:

- (1) “Forestry in the News” (20%)
- (2) “Team” grade for formal oral team presentations (5%)
- (3) “Individual” grade for formal oral team presentations (10%)
- (4) Peer evaluations of your contributions to your team’s work (15%)
- (5) Midterm Exam (25%)
- (6) Final Exam (25%; 10% is for the take-home portion; 15% is for the in-class portion)

Your unadjusted course percentage will be adjusted by adding Forest Jeopardy extra credit points and, if necessary, by deducting unexcused-absence penalties. The resulting adjusted overall course percentage will be converted to a letter grade as follows:

A:	$\geq 90\%$
B:	$\geq 80\%$ and $< 90\%$
C:	$\geq 70\%$ and $< 80\%$
D:	$\geq 60\%$ and $< 70\%$
E:	$< 60\%$

Example: Suppose your unadjusted course percentage is 91%, you have 3 Forest Jeopardy extra credit points, and you have 4 unexcused absences. Your adjusted overall percentage is $91\% + 3\% - (4-1)2\% = 88\%$, which would earn a “B” grade.

You may wish to estimate your course grade, prior to the last date that you can withdraw. The final course-withdrawal date (for other than “urgent non-academic reasons”) for the Fall 2005 Semester is Friday, 21 October 2005. By that date you will have received your midterm exam grade. An estimate of your overall percentage grade before the 21 October course-withdrawal deadline can be calculated from a weighted average (weights are in parentheses) of your first exam grade (72.7%) and your own best guess at the average of your evaluations by your team peers (27.3%). If you choose to submit your “Forestry in the News” paper early for review and grading, a better estimate of your overall percentage grade would be a weighted average of your first exam grade (47.1%), your “Forestry in the News” grade (35.3%), and your own best guess at the average of your evaluations by your team peers (17.6%). I will be happy to help you with this grade estimation, if you ask me well in advance of 21 October.

Please feel free to discuss anything about the course, including your course grade, with me at any time during the semester. I am always glad to hear suggestions to make the course more useful and interesting for you and future FOR 100 students. If my office hours are inconvenient for you, don’t hesitate to make an appointment for a time that works for you.

TENTATIVE COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment (Text Chapters)</u>
25 August	Course Introduction	
30 August 1 September	Forest Policy; Forestry Careers; Forest Biomes & Regions Forest Biomes & Regions Formation of Student Teams; Assignment of Speech Topics and Dates; Team Photos	1-3 3
6 September 8 September	Tree Ecophysiology (Choice of Team Names Due) Forest Soils	4 5
13 September 15 September	Forest Ecology Forest Entomology (<i>Dr. Lynne Rieske-Kinney, Associate Professor, Department of Entomology</i>)	6, 7 8
20 September 22 September	Forest Pathology Forest Management and Stewardship; Nonindustrial Private Forests; Forest Measurements	8 9-11
27 September 29 September	Forest Measurements Forest Measurements	11 11
4 October 6 October	Forest Measurements Remote Sensing & Geographic Information Systems	11 12
11 October	Global Positioning Systems (<i>Mr. Doug McLaren, Extension Specialist, Department of Forestry</i>)	12
13 October	Review (Forest Jeopardy)	1-12
18 October 20 October	MIDTERM EXAM Silviculture	1-12 13
25 October	Hardwood Silviculture (<i>Dr. Jeffrey Stringer, Associate Professor, Department of Forestry</i>)	13
27 October	Timber Harvesting (<i>Dr. Jeffrey Stringer</i>) “Forestry in the News” Due	19

TENTATIVE COURSE SCHEDULE (continued)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment (Text Chapters)</u>
1 November	Forest Fire Management	18
3 November	Forest Wildlife Management (<i>Mr. Dave Unger, Graduate Research Assistant, Department of Forestry</i>)	14
8 November	Rangeland Management; Forest Watershed Management	15, 16
10 November	Forest Recreation Management; Forest Economics	17, 21
15 November	Forest Economics Individual and Team Speech Outlines Due from Teams Presenting on 29 November	21
17 November	Wood Properties and Products (<i>Dr. Terry Conners, Associate Professor, Department of Forestry</i>) Individual and Team Speech Outlines Due from Teams Presenting on 1 December	20
22 November	Wood Properties and Products (<i>Dr. Terry Conners</i>)	20
24 November	NO CLASS – THANKSGIVING BREAK!	
29 November	TEAM ORAL PRESENTATIONS	
1 December	TEAM ORAL PRESENTATIONS	
6 December	Urban Forestry (<i>Mr. Tim Queary, Urban Forester, Lexington-Fayette Urban County Government</i>)	22
8 December	Review (Forest Jeopardy); Course / Instructor Evaluation by Students	12-22

FINAL EXAM (for Section 001 that meets TR 9:30 – 10:45 am):

Friday, 16 December, 8:00 – 10:00 am, 109 TPC

(Final Exam will cover Chapters 12-22)

Take-Home Work for the Final Exam

Read the following three essays/articles:

1. “The Trouble with Wilderness” by William Cronon (pp. 11-30 *in* Dobrin, S.I. 2005. Saving place: An ecocomposition reader. McGraw Hill, Boston, MA). Dobrin’s book is on reserve in the Agricultural Information Center, on the main floor of the Agricultural Science Building – North.
2. Hardin, Garrett. 1968. The tragedy of the commons. Science 162:1243-1248. (Full text can be accessed online through the UK Libraries web pages.)
3. Diamond, Jared. 1995. Easter’s end. Discover Magazine 16(8):62-69. (Available on microfilm at Young Library Periodicals Desk; you can also use a Google search to find the article online, e.g., at <http://www.awok.org/>)

After reading all three of the essays/articles listed above, **choose ONE**, and write a paper directed toward the following five objectives:

- i. state which essay/article is the topic of your paper,
- ii. state your purpose for writing this paper (see points iii – v, below; do not “camouflage” your purpose – hit me between the eyes with an obvious and unambiguous statement of it),
- iii. summarize the essay/article in your own words,
- iv. state what you learned from reading the essay/article, and
- v. state **and** justify your view of the role that foresters should play in relation to natural resources.

In order to have a chance to earn an “A” grade (*i.e.* $\geq 90\%$) for this portion of the final exam, your paper must adequately address all five points listed above, and, in addressing point “v” your paper must apply relevant information from FOR 100.

Your paper must be printed by computer or typed, its text may not exceed 3 pages in length, and it must be formatted with 12-point font, 1-inch margins, and double line spacing. You must provide a title page, which does not count toward the 3-page text maximum. If you draw on sources other than the assigned essay/article, you must

- (a) provide brief citations (*e.g.*, author(s) and year) and/or footnotes at locations in the text where you refer to such sources, **and**
- (b) append as a separate page or pages a literature list, providing **complete** bibliographic reference information for each source document (your literature list does not count toward the 3-page text limit).

HINT: While crafting your take-home final exam paper, consider my comments on your “Forestry in the News” paper. Those comments may help you avoid common errors. Remember: your paper will be graded on both content **and** writing quality.

This paper is due at the beginning of the final exam. It is worth 40% of the final exam points (*i.e.* 10 of the 25 weighting points allocated to the final exam when determining your overall course grade).