

Current Information:**I. A.) DEPARTMENT NAME:** _____**B.) COURSE NUMBER, and TITLE:** _____**C.) CREDIT HOURS:** _____ **D.) PREREQUISITES:** _____**E.) CURRENT CLASSIFICATION**1. General Education Code: B C D H M N P S None2. Writing Requirement: E2 E4 E6 None3. Math Requirement: M None**Requests:****II. GENERAL EDUCATION**A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: _____

Phone _____ Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

Response to questions and concerns raised by the GEN ED Committee for FOS 2662

The change was entered by Adams, Brittany M **Their comment: Syllabus: Clarify how 5 points allotted to participation are earned or lost;**

Participation had a detailed explanation in the syllabus that was reviewed by the committee, so I was unsure on what more was needed. I moved this section earlier in the Course Tasks section, so it is more apparent.

explanation of how Social/Behavioral Science objectives will be achieved should elaborate on which theoretical approaches and analytical methods will be utilized and how they will be applied in the course;

A more detailed paragraph was included in the section UF General Education for Social and Behavioral Sciences Objectives.

the class topics and assignments should better reflect these theories and methods

Much more detail was included in the assignments and class topics. In some cases the assignments and topics were re-worded to better emphasize the social and behavioral theories or concepts being discussed. It is expected that students will receive more detailed assignment sheets and get information in class on how these concepts and theories fit into the assignments, but we hope the added information provided here satisfies the committee's question.

**University of Florida
School of Forest Resources & Conservation**

**FOR 2662
FORESTS FOR THE FUTURE
3 credits**

**Fall 2014
Tuesdays, Period 7 (1:55-2:45), MAEB 0211
Thursdays, Periods 7-8 (1:55-3:50), MAEB 0211
<http://lss.at.ufl.edu/> (Canvas System)**

Course Description and Instructors

This course will examine society's interaction with forests. It will focus on important forest issues, which affect how individuals, communities, and institutions make decisions about forest resources. Each issue will be discussed using relevant case studies as a backdrop. Topics include: values that inform our perception and use of forests, clearcutting, prescribed fire, tree genetics, forest health and international agroforestry. Each of these topics will be discussed using three fundamental concepts as a framework:

- **Human perceptions and values of forests**
- **Functions of forest ecosystems**
- **Management and use of forests**

This course helps to satisfy two University of Florida requirements: Social and Behavioral Sciences General Education and the Writing Requirement (at the 6,000 word level).

Lead Instructor

Taylor Stein, Professor of Ecotourism
345 Newins-Ziegler Hall
846-0860
tstein@ufl.edu

Office Hours: Mondays 11:00 to 12:00 and by appointment

Teaching Assistant:

Shannon Dye
227 Newins-Ziegler Hall
846-0873
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Instructor Team

PK Nair, Distinguished Professor of Agroforestry
– (352) 846-0843, pknair@ufl.edu
Jason Smith, Associate Professor of Forest Pathology
– (352) 846-0843, jasons@ufl.edu
John Davis, Professor of Forest Biotechnology
– (352) 846-0879, jmdavis@ufl.edu
Gary Peter, Professor of Forest Genomics
– (352) 846-0896, gfpeter@ufl.edu

Objectives and Student Learning Outcomes

UF General Education for Social and Behavioral Sciences Objectives

This course is approved for Social and Behavior Sciences General Education.

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. In general, students will apply formal and informal qualitative and/or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes.

These objectives will be reached through the direct application of social and behavioral sciences to key forest management issues. Specifically, a team of five instructors will address and apply theories such as Maslow's Hierarchy of Needs, Kellert's Environmental Values, Theory of Planned Behavior, Stakeholder Theory, Social Value Theory, and issues and concepts related to collaborative planning to provide students the opportunity to learn key social and behavioral information and relate that information to forest science and management. Also, through lectures, readings, and analysis of case studies, students will receive an understanding of different cultural practices and perceptions of ecosystems and natural resources that will relate to the diversity, and often conflicting ways different types of people and societies view forests, forest products, and the management of forest ecosystems. Several assignments will require students to apply specific socio-psychological theories and concepts described in class to different cultures and societies.

UF General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed through seven assignments that are described below. Assignments are designed to assess the students' use of key terms and concepts described in lecture and readings.

Course Specific Objectives

Students will be expected to understand key issues discussed and understand and analyze the major social and ecological variables that affect each issue. Specifically, students will:

- Understand the dynamic nature of forest ecosystems and that complex relationships exist between stakeholders, their values, and their perceptions of forests,
- Interpret and analyze environmental issues related to forests and forest management,
- Develop well-reasoned judgments about what to do or believe when reading popular literature on forest management, values and ecosystem functions, and
- Communicate effectively with others in determining solutions to environmental issues.

Course Specific Student Learning Outcomes

By the end of this course, students will be able to:

1. Know key themes, principles, and terminology related to forest resources and management.
 - a. Be able to correctly use terms, such as forestry, forest management, ecosystem, environmental values, forest health, genetically modified organisms, and agroforestry
2. Identify, describe and explain social institutions, structures, and processes that guide natural resource decision-making.
 - a. Differentiate and describe the major natural resource agencies, organizations and decision-makers in the U.S.
 - b. Discuss and explain the issues and opportunities for natural resource management outside the U.S.
3. Analyze the sociological and ecological issues related to why people manage forests for a variety of different forest resources related to the management and use of natural resources.
 - a. Understand the variety of forest management strategies in the U.S.
 - b. Critically evaluate the role of genetically modified organisms in forest management.
 - c. Evaluate stakeholder perspectives in the context of natural resource conflicts.
4. Assess and analyze international perspectives related to the management and use of natural resources.
 - a. Explain the role of agroforestry in an international context
 - b. Understand the various and conflicting attitudes towards genetically modified organisms internationally
6. Communicate knowledge, thoughts, and reasoning related to forest management clearly and effectively.
 - a. Effectively use written communication to communicate about forest management issues.

Course Grading

Assessments	Points	Final Points	Grade
Writing Assignments	75	93.4 – 100	A
Participation	5	90.0 – 93.3	A-
Course Synthesis Project	20	86.7 – 89.9	B+
Total	100	83.4 – 86.6	B
		80.0 – 83.3	B-
		76.7 – 79.9	C+
		73.4 – 76.6	C
		70.0 – 73.3	C-
		66.7 – 69.9	D+
		63.4 – 66.6	D
		60.0 – 63.3	D-
		Less than 60%	E (Fail)

A grade of C or higher is required for earning General Education and Writing Requirement credit.

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Readings

Course readings are available online through the UF Library Online Reserve system

(<https://ares.uflib.ufl.edu/>) or the course website (<http://lss.at.ufl.edu/>).

Course Tasks

Participation

This class moves quickly and builds on each day's activities - attendance is crucial. You must participate in all aspects of this course to get full credit. Specifically, participation will be graded on the following criteria:

1. Class attendance,
2. Class conduct (e.g., arriving on time, contributing to class discussions, and no disruptive behavior),
3. Completion of in-class exercises, and
4. Observed participation in group activities.

If you receive more than three unexcused absences, you will lose all participation points for the course. To receive an excused absence, you must tell the TA before the class you plan to miss that you will be absent and give a reasonable excuse (e.g., studying for another class is NOT a reasonable excuse).

Students will also be expected to take part in course discussion. Although we don't expect all students to speak all the time, you will have the opportunity to provide input verbally and written. Occasionally, instructors might ask you to submit written comments based on lectures (in-class or email). Failure to submit these written comments will result in points deducted from your participation score.

Finally, repeatedly coming to class late and disrupting class will result in points deducted from your participation score.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Writing Requirement Assignments

The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course. Feedback on your assignments and the quality of your writing will be provided one week after each assignment's deadline.

To give you a thorough understanding and appreciation for the issues discussed in class, you will be required to complete several assignments throughout the semester. These exercises will test your awareness of the information about a specific issue, as well as your ability to think about that issue, and apply that information to current situations. Each exercise will be discussed in detail before it is due.

All assignments will be evaluated with respect to content as well grammar, punctuation, organization, clarity and cohesion. The rubric included at the end of the syllabus will provide a guide as to how your writing will be graded.

You will be asked to submit most of your written assignments in class, as email attachments, or within the course website. Please be sure to follow the instructor's instructions on when and how to turn in assignments. Late assignments will not be excused and will result in a **standard deduction of 10% if late, and an additional 10% for every 24 hours the assignment is late.**

Each assignment is described in below. More information will be provided in class on specific details of some assignments.

Assignment 1: Forests and Environmental Values (800 words) - Due 9/2/14

5 Points

Answer the following questions.

1. How does “forestry” as described in class relate to society’s values? In other words, why is it important for a forester to know about society’s values? Use Kellert’s Environmental Values classification to justify your answer.
2. Compare and contrast the state of the world’s forests with Florida’s forests based on what you learned in lecture and information from the FAO website. Specifically describe how different regions of the world use forests and what trends are shaping how these forests are being used, managed, and protected. In your response, specifically address the stakeholders and how their socio-demographic characteristics, perceptions of environment, and their hierarchy of needs relate to the different way cultures use and manage their forests.

Assignment 2: Rodman Reservoir Conflict Case Study Analysis (1500 words) - Due 9/11/14

10 Points

With a good understanding of social values and conflict, you will be asked to discuss those topics within the context of two conflicts. First, use each of the nine values as described by Kellert and in class to explain each side of the Rodman Reservoir conflict. Second, search the literature, Internet, or other media to identify an environmental conflict. Describe the parties in that conflict, the positions they hold, and their underlying values (again, using Kellert’s nine values). More detailed instructions will be provided in class.

Assignment 3: Agroforestry Across Ecosystems and Cultures (800 words) - Due 9/23/14

5 Points

1. Identify five major land management problems/issues on a global scale. In your answer, use stakeholder theory and what you learned about the different cultural beliefs and practices that relate to how the major parties involved and how they perceive the environment and how those perceptions result in conflict.
2. Explain briefly the overall impact of modern agricultural and forestry development strategies on each of these issues. Use issues and concepts how developing countries’ economic and policy situations affect the types of development strategies and how those strategies result in satisfying the needs of local residents, international customers, and international markets.

Assignment 4: Managing for Agroforestry Values and Services (900 words) - Due 9/30/14

10 Points

Using the five major land management problems/issues you identified previously, explain how landowners, management agencies, and communities can use agroforestry practices to address those issues and benefit from the wealth of ecosystem services agroforestry systems provide.

Assignment 5: What is Forest Health? (700 words) - Due 10/14/14

15 Points

Research exotic organisms affecting forests in the United States. Find what you consider to be the most damaging exotic and explain why you believe those organisms to be the most damaging using Kellert’s nine environmental values. Prepare a summary of the biology, description of the threatened values, and management of your organism.

Assignment 6: Perspectives on GMO's Risks and Benefits (700 words) - Due 11/6/14

5 Points

Critically analyze the different perspectives and beliefs societies place on the use of GMO's in forest management. Using the websites you collected during this section use information you learned through lectures and reading to explain how different cultures weigh the risks of GMO's differently and how biotechnology-based solutions are both favored and feared.

Assignment :7 Conflict and Collaboration in US Forest Management (600 words) - Due 11/17/14

10 Points

Compare and contrast the different strategies for meeting the US demand for wood using the article: Dekker-Robertson, D.L. and Libby, W.J. 1998. American forest policy – global ethical tradeoffs. *BioScience* 48(6): 471-477. In your paper define at least two major conflicts that exist based on policies discussed in the paper and how collaborative strategies can be used to manage those conflicts.

Course Synthesis Project

To put the entire course in context, at the end of the semester, you will design and defend a proposal stating how to best use a mystical \$1 billion for ONE of the following ways: 1) improving forest management and productivity 2) improving our understanding and use of tree genomics and genetically modified organisms in forestry; 3) managing for the ecological health of forests in pristine and modified environments; or 4) developing agroforestry projects in emerging nations.. You must complete four tasks for this assignment:

1. **Draft an outline** - Individually written and graded: Draft your paper that will detail your proposal and your critique of the other topics, so you will be well prepared to work with your group in class;
2. **Write a proposal** – Individually written and graded: A paper that details your proposal and your critique of the other topics;
3. **Participate in a group presentation** – Developed and presented as a group and all members of the group receive the same grade: Your group's presentation on the assigned topic and critique of other topics; and
4. **Write a response** – Individually written and graded: Your written response to critiques by other groups of your topic

Detailed instructions for completing the project will be provided in class.

Special Notes

1. Individuals who miss classes are expected to make arrangements with the professor(s) teaching that section of the class, the TA, and other students in the class to get lecture materials.
2. Class participation is essential, and your opinion is valued regardless of your perspective. This class will teach you how to form well-reasoned opinions; in other words, our job is to teach you how, not what, to think.
3. Turn off cell phones and only use laptops for taking notes. E-mailing or surfing websites during class is not permitted. Instructors will require all laptops to be closed if students are found misusing laptops during class.

4. **Remember, do not plagiarize!** When you use information from a source, tell us where you got that information. Copying information from other documents (whether they are websites, newspaper articles, journal articles, or anything) is plagiarism and you will fail the course if caught plagiarizing.

Other Information

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal

penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Fall 2014 Class Schedule

Tuesdays, Period 7 (1:55-2:45), MAEB 0211

Thursdays, Periods 7-8 (1:55-3:50), MAEB 0211

Week	Day	Topic
1	August 26	Introduction to Course and Instructors Brief overview of course Expectations for writing assignments Introduction of Faculty and students Experience with nature/forests
2	28	Forests of the World – Tim White, Guest Lecture
3	Sept. 2	<i>Forests and People—Taylor Stein</i> Environmental Values <i>Assignment 1 due—800 words</i>
	4	Environmental values and conflict management: Case study— Rodman Reservoir
4	9	Rodman Reservoir Conflict Wrap-up Dr. Stein Wrap-up and Evaluation
	11	<i>Agroforestry– PK Nair</i> Global overview of land use systems and the cultures within these systems. Stakeholder analysis and the diversity of need/demands they place on land use systems. <i>Assignment 2 due—1500 words</i>
5	16	Global Agroforestry Systems Compare and contrast temperate and tropical socio-cultural systems and their management of agroforestry systems.
	18	Agroforestry Systems and Human Behavior Socio-psychological reasons for adopting agroforestry practices
6	23	Environmental Services of Agroforestry —Greg Toth, Guest Lecture Linking environmental values to agroforestry. <i>Assignment 3 due—800 words</i>
	25	Role of Agroforestry in land management and community development in the future Dr. Nair Wrap-up and Evaluation
7	30	<i>Forest Health – Jason Smith</i> Introduction: How do people and societies decide what a healthy forest is? Revisiting Kellert’s Environmental Values <i>Assignment 4 due—900 words</i>
	Oct. 2	Human behavior and damage to forests
8	7	Biological damage to forests and people’s perception of ecological change.

	9	Perception of invasive exotics and strategies to control exotics <i>Forest Health Hunt due</i>
9	14	Forest health of the future: risk assessments, border control and assisted migration Dr. Smith Wrap-up and Evaluation <i>Assignment 5 due—700 words</i>
	16	<i>Human Genetics, Tree Genetics – John Davis</i>
		Introduction to Genomes; Applications to Medicine, Forestry, and Agriculture
10	21	Perspectives on the “Era of Genomics.” How do different cultures and societies perceive GMO’s and why so negative?
	23	Risk assessment and cultural differences on the use of GMO’s in forestry. <i>Web materials due in class—Print out</i>
11	28	Manipulating Biology: Genetic Modification/Cloning
	30	Genetic Modification and Cloning Dr. Davis Wrap-up and Evaluation <i>Web materials due in class—Print out</i>
12	Nov. 4	<i>Forest Management – Gary Peter</i>
		Introduction—Sustainability & Forests
	6	Forest Ownership, Benefits & Management Principles Social Value Theory and why forests are managed in different ways for different products. <i>Assignment 6 due—700 words</i>
13	11	No School—Veteran’s Day
	13	Sustainable Forest Management Simulation Game—Forestia Applying socio and economic principles to forest management decision-making <i>Bring Computer to Class</i>
	Saturday	Field Trip: Austin Cary Forest
	November 15	<i>Field Trip Questions due</i>
14	18	Collaborative forest management – providing diverse forest products across diverse landscapes
	20	Conflict and bioenergy – Understanding the risks and benefits of using forests for bioenergy Dr. Peter Wrap-up and Evaluation
15	25	Course Synthesis Project Introduction <i>Assignment 7 due—600 words</i>
	27	No Class—Thanksgiving

16	Dec. 1	<i>Course Synthesis Project Outline due</i>
	2	Course Synthesis Project Group Work
	3	<i>Course Synthesis Project Final Paper due</i>
	4	Course Synthesis Presentations—Day One
	9	Course Synthesis Presentations—Day Two
		Class Wrap-up

FOR 2662: Forests for the Future Required Readings

The following section includes the list of readings organized by each section of the class. As stated in the syllabus, most readings can be found at the University of Florida Libraries Automatic Reserve System (ARES) - <https://ares.uflib.ufl.edu/ares/>. Internet addresses are included for readings found on public websites. Specific days that each reading is due are listed in the course schedule or will be discussed at the beginning of each instructor's section.

Forests of the World – Tim White

Food and Agriculture Organization of the United Nations. 2013. Facts and Figures.
<http://www.fao.org/forestry/28679/en/>.

Rutkow, E. 2012. Introduction: The Death of Prometheus. In: *American Canopy*. New York: Scribner.

Forests and People – Taylor Stein

Florida Defenders of the Environment. 2014. Ocklawaha River.
http://fladefenders.org/?page_id=60.

Kellert, S. R. 1996. Chapter 2 Values. In: *The Value of Life: Biological Diversity and Human Society*. Island Press: Washington DC.

Save Rodman Reservoir, Inc. 2011. Rodman Reservoir: Facts.
<http://www.rodmanreservoir.com/facts.htm>

Agroforestry – PK Nair

Dosskey, M.G.; G Bentrup; and M Schoeneberrger. 2011. A role for agroforestry in forest restoration in the Lower Mississippi alluvial valley. *Journal of Forestry*: 48 -55.

Gilbert, N. 2012. Dirt poor. *Nature* 483: 525-527.

Nair, PKR; AM Gordon; and MR Mosquera-Losada. 2012. Agroforestry. In: SE Jorgensen and B.D. Fath (eds). *Encyclopedia of Ecology*. Oxford: Elsevier.

Forest Health – Jason Smith

Boddy, L.; P. Dyer; and S. Helfer. 2010. Plants pests and perfect partners. In: Boddy, L. & COLEMAN, M. (eds). *From Another Kingdom: the Amazing World of Fungi*. Edinburgh: Royal Botanic Garden Edinburgh, 51–65.

Desprez-Loustau, M.L.; et al. 2007. The fungal dimension of biological invasions. *TRENDS in Ecology and Evolution*, 22(9): 472-480.

Haack, R.A. and J.W. Byler. 1993. Insects and pathogens: Regulators of forest ecosystems. *Journal of Forestry*: 32-37.

Kolb, T.E.; M.R. Wagner; and W.W. Covington. 1994. Concepts of forest health: Utilitarian and ecosystem perspectives. *Journal of Forestry*, 92(7): 10-15.

Mayfield, A.E. 2007. Laurel Wilt: A serious threat to redbay and other related native plants. *The Palmetto*, 24(3): 8-11.

Poland, T.M. and D.G. McCullough. 2006. Emerald Ash Borer: Invasion of the urban forest and the threat to North America's ash resource. *Journal of Forestry*: 118-124.

Forest Genetics – John Davis

Howe, G.T.; et al. 2005. Public influences on plantation forestry. *Journal of Forestry*: 90-94.

Sedjo, R.A. and D. Boktkin. 1997. Using forest plantations to spare natural forests. *Environment* 39(10): 14.

Forest Management – Gary Peter

Bliss, J.C.; S.K. Nepal; R.T. Brooks Jr.; and M.D. Larsen. 1994. Forest community or granfalloon: Do forest owners share the public's view? *Journal of Forestry*: 6-10.

Dekker-Robertson, D.L. and W.J. Libby. 1998. American forest policy: Global ethical tradeoffs. *BioScience*, 48(6): 471-477.

Parikka, M. 2004. Global biomass fuel resources. *Biomass and Bioenergy* 27(6): 613-620.

Shoumatoff, A. 2004. The Tennessee tree massacre. *Onearth*. Natural Resources Defense Council. <http://www.nrdc.org/onearth/04win/cumberland1.asp>.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Assignments exhibit effective use of material and information provided in class discussions, lectures, and readings. They also show evidence of ideas that respond to the topic with complexity, critically evaluation and synthesis of sources. Finally, assignments must provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. There is little to no evidence of course materials used in the writing of the paper. Papers might also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Assignments and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but might require readers to work to follow progression of ideas.	Assignments and paragraphs lack clearly identifiable organization, might lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Assignments use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents might provide only generalized discussion of ideas or might provide adequate discussion but rely on weak support for arguments.	Assignments make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Assignments use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Assignments rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Assignments will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Assignments contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

This rubric applies to all assignments and each component of the rubric is worth 20% of the assignment's points.