

NATURAL resources

2019

T/Th: 10:00-11:20am

EV3-1408

reCOLOGY

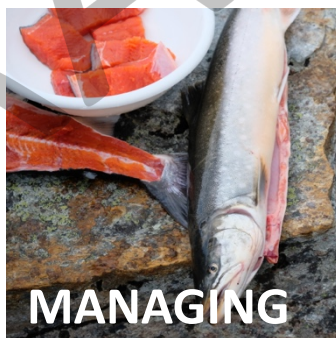
ERS 202

Course description

Building on the ecological foundation of ENVS 200, this class explores the ecology and context of Canada's main natural resources including forestry, fisheries and agriculture. This course will explore the monitoring, management and conservation of these natural resources and will discuss alternatives to status-quo approaches including organic agriculture and sustainable forestry. This course will be a combination of lecture, discussion and hands on exploration of topics.

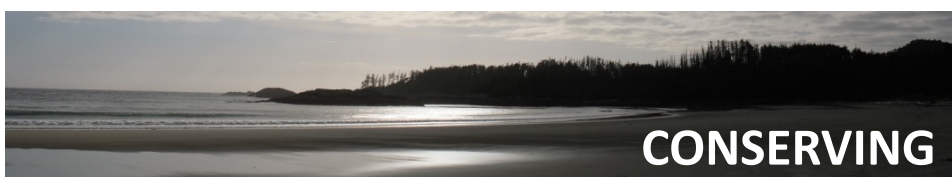


MONITORING



MANAGING

We are meeting and learning on the traditional territories of the Haunenosaunee, Ojibway/Chippewa, Anishinabek and Neutral peoples



CONSERVING

Important info



Prof: Dr. Andrew Trant

Email: atrant@uwaterloo.ca

Office hours: Thursday 12:30-2:30pm, EV2-2026

TAs: Kyle Schang & Alexandra Johnson

Email: kaschang@uwaterloo.ca & a62johns@uwaterloo.ca

Office hours: Tues 12:30-2:30, EV1-356 (tentative)

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Requirements

I WON'T TEXT IF YOU WON'T

No text for this class:

Life is too expensive as is BUT BUT BUT here is a good resource



Applied Ecology, Goodenough & Hart 2017. This book is well-priced and full of good context for this course.

How we will learn:

Lectures

Journal articles

You

Podcasts

Popular media

How to stay fresh

I want to keep this super current so every Friday, I will post (on LEARN) the readings for the following week. With this dynamic model, readings can better reflect our discussions and discoveries throughout the semester. For each reading, you should summarize the findings, identify the ecological issue, and understand how they vary across space and through time (when relevant).

By the end of this course, you should be on a path to life-long learning as an **ecologically-literate citizen**. More specifically, you should be able to do the following:

Identify and **explain**, with examples, the main principles of ecology as they related to natural resources;
demonstrate how these principles and concepts apply to real-world situations (in context of both lectures and labs);
analyze the elements of scientific inquiry as they apply to natural resource ecology; and
evaluate ecological arguments presented in the media and elsewhere (e.g., for application within your future career).

These course learning outcomes will not only prepare you to be an informed citizen and member of the community of life on earth, but also provide the basis for knowledge, humility, and wisdom in your dealings with ecological problems in your daily life and eventual career.

Objectives

Assessment

lab 1: 15%

This lab will explore carbon storage and how we can monitor changes in where carbon is stored. This lab will be done in partnership with Dr. Derek Robinson from GEM.

Due on Oct 8th by midnight (through LEARN).

lab 2: 15%

This lab will explore ways in which we **manage** resources by getting you outside quantifying changes in biodiversity based on different management practices. It's going to be great.

Due on Nov 5th by midnight (through LEARN).

lab 3: 15%

This lab will explore ways in which we conserve natural resources by integrating knowledge and practice related to sustainability.

Due on Nov 21st before class (through LEARN).

midterm: 15%

In class. Multiple choice, true and false and some short answer questions.

It will be completed during our schedules class time on Oct 22 (80 min).

your mark

e-journal: 10%

You will hear *way more* about this in class but the idea is to compile website/journal/media articles on natural resources ecology issues throughout the semester. For each entry, include a short paragraph (200-250 words) on the natural resource ecology 'theme' provided by me for that week. Themes will be given in class each week and posted to LEARN. For each entry, you should address: **What is the specific issue and why is it important to think about it from a natural resources perspective? Do you have enough information to assess this the problem? How does course content factor into this topic/article?** You will submit 10 e-journal entries over the course of the semester. These entries will be uploaded to LEARN.

iNaturalist: 5%

You will be using the iNaturalist app (or website) to collect biodiversity data. Throughout the semester, you will need to get 20 observations (not research grade) of which only 10 can be plants. Pets, indoor house plants and humans are not to be included.

final exam: 25%

This exam will consist of a mix of short and long answer questions. You will need to apply readings, lecture and lab material. It will be tough but fair!

The exam will be in class on Nov 28 (80 min).

Policies & resources

This syllabus is a contract between us, so you must abide by the policies and schemes laid out here (as will I, for my part). If you have any questions or concerns, please speak with me as soon as possible.

Academic integrity and offences

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. CLICK [HERE](#)

You are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for your actions. If you are unsure whether an action constitutes an offence, or need help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, please complete the [tutorial](#) and seek guidance from the course professor, your Undergraduate Advisor, or the office of the Associate Dean – Undergraduate. When misconduct has been detected, disciplinary penalties will be imposed under [Policy 71 – Student Discipline](#).

For information on categories of offences and types of penalties, refer to Policy 71. Within the Faculty of Environment, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

If you believe that a decision affecting some aspect of your university life has been unfair or unreasonable, you may have grounds for initiating a grievance; see [Policy 70 – Student Petitions and Grievances, Section 4](#).

When in doubt please contact your Undergraduate Advisor for details. A decision made or penalty imposed under Policy 70 or Policy 71 may be appealed if there is a ground (see [Policy 72 – Student Appeals](#)).

Attendance and preparation

You are strongly encouraged to attend class meetings because they will be interactive in nature and develop the course material. Thus, please come to class prepared to discuss and engage.

AccessAbility

AccessAbility Services (click [HERE](#) for info), located in Needles Hall—Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Availability for exams

Supplemental exams are only set for those with medical or similar problems. You are expected to be present for scheduled examinations, so please see the course schedule (above) for the midterm exam and consult UW’s final examination timetable before making travel plans. No “make up” examinations are provided to accommodate you for leaving campus early. For the UW policy on exams, go [HERE](#)

Definition of grades

Please click [HERE](#) to see the following link for descriptions of the standards required for different grades.

Digital distraction

Recent research has demonstrated that students cannot focus effectively on classroom activities and discussions if others around them are using laptops or electronic devices—and their grades, as well as those of their classmates, suffer (e.g., Fried 2008; Taneja *et al.* 2015). Accordingly, *please turn your cell phone off before class*. Further, this course involves extensive oral and listening participation, in addition to note-taking, so laptops will not be used regularly during class. Therefore, *I request that those of you who must use a laptop sit in the back half of the class*. If you have a special learning need that requires a laptop and sitting closer to the front of the room, please document it with AccessAbility Services and we will find an agreeable solution.

tip:

If you are having any trouble, come see me ASAP. Don't wait.

Policies & resources

Continued from last page

Mental health

Along with the University of Waterloo and the Faculty of Environment and its Departments, I consider your well-being to be extremely important. We recognize that many students face health challenges, physical and/or emotional. *Please note that help is available.* Mental health is a serious issue for everyone and can affect your ability to do your best work. [Counselling Services](#) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, depression, grief, relationship issues, sexuality, stress management, substance use, and much more.

Religious observances

Please email me at the beginning of term if you require special accommodation for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

TurnItIn

Except as below, plagiarism detection software (TurnItIn) will be used to screen assignments in this course. This is being done to verify that materials and sources in assignments are appropriately documented. For further information on UW's TurnItIn guidelines, go [HERE](#). TurnItIn submissions will be stored on a server in the United States, so if you choose not to use TurnItIn you must make an Alternate Declaration in an email to the your TAs, to be received by Sept 15, 2018, 11:59pm. Students not using TurnItIn must provide alternative documentation submitted to the admin TA with a paper copy of the lab report or project by the assignment due date and time. The alternative documentation to be submitted is (as applicable): a plagiarism disclaimer form as in the lab template, complete raw data, a rough draft, an extended annotated bibliography for each citation, and original articles or materials used in preparation of the report. Additionally, an electronic copy of the final report is to be uploaded to UW-LEARN by the assignment due date and time.

tip:

We are here to help you learn, so put us to work!

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Writing

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, click [HERE](#). Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

References

Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education* 50: 906–914.
Taneja, A., Fiore, V. and Fischer B. (2015). Cyber-slacking in the classroom: Potential for digital distraction in the new age. *Computers & Education* 82: 141-151.

Schedule

SCHOOL OF ENVIRONMENT, RESOURCES AND SUSTAINABILITY

ERS 202

Week	Day	Topic	Important details	Deadlines
1	Sept 5: Th	Intros and overviews	This + that + safety presentation	
2	Sept 10: T	Review of ecological principles	Lecture + discussion	
	Sept 12: Th	Monitoring resources	Lecture + discussion	
3	Sept 17: T	Statistics (and using R)	Interactive demonstration w/TAs present	
	Sept 19: Th	Monitoring resources	Guest lecture: Dr. Derek Robinson	
4	Sept 24: T	Monitoring resources lab 1	Part 1 (fieldwork)	
	Sept 26: Th	Monitoring resources lab 1	Part 2 (fieldwork)	
5	Oct 1: T	Monitoring resources lab 1	Lab work	
	Oct 3: Th	Managing resources	Lecture + discussion	
6	Oct 8: T	Managing resources	Lecture + discussion	Lab 1 due by midnight
	Oct 10: Th	Managing resources	Lecture + review	
7	Oct 15: T	READING WEEK		
	Oct 17: Th	READING WEEK		
8	Oct 22: T	Midterm	This will be an in-class midterm	
	Oct 24: Th	Managing resources + lab 2	Lecture + Part 1	
9	Oct 29: T	Managing resources lab 2	Part 2	
	Oct 31: Th	Managing resources	Lecture + discussion	
10	Nov 5: T	Conserving resources	Lecture + discussion	Lab 2 due by midnight
	Nov 7: Th	Reporting on lab 2		
11	Nov 12: T	Conserving resources	Lecture + discussion	
	Nov 14: Th	Conserving resources lab 3		
12	Nov 19: T	Conserving resources	Lecture + discussion	
	Nov 21: Th	Reporting on lab 3		Lab 3 before class
13	Nov 26: T	Synthesis / review	Lecture + discussion + Q&A	
EXAM	Nov 28: Th	Exam	This will be an in-class exam	In class
	Dec 3: T	NO CLASS	My holiday present to you	