NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Course Name: Human Ecology
Course Number: BI348
Credits: 3
Instructor name: Philip Pepe
email: pepep@science.oregonstate.edu
phone: (541) 737-3786
skype: philipjohn.pepe

Course Description
The impact of humans on the environment, emphasizing the political, sociological, and ecological consequences of human population growth. Topics of current critical importance will include global warming trends, destruction of the ozone layer, consequences of pollution, habitat destruction, the loss of biodiversity, and conservation biology. Lecture (Bacc Core Course). No Prerequisites.

This course combines approximately 90 hours of instruction, online activities, and assignment for 3 credits.

Teaching philosophy
Human ecology is a field of study that covers topics affecting our daily lives. I’m fascinated by the role we as humans play in our global ecology, and to investigate the interactions among humans and our environment, this course uses a number of different tools to facilitate our learning at multiple levels. My goal is for you to walk away with a deep understanding of human ecology and to be able to share this knowledge with others.

Student learning outcomes: By applying concepts learned in this class, you will be able to:

1. Identify and connect basic ideas and terminology found in the study of human ecology.
3. Associate specific relations between science and/or technology and human population growth, and place them in a historical context.
4. Explain how science and technology aggravate and mitigate the effects of human population growth on the environment.
5. Explain major aspects of ecosystem organization in natural, agricultural, and urban ecosystems.
6. Analyze and apply hypotheses describing community dynamics.
7. Construct a model of ecosystem services in your local bioregion.
8. Analyze climate change from a scientific approach, recognizing the views on this problem from diverse science fields.
9. Explain the social, economic, political, and ethical issues surrounding climate change.
10. Contrast sustainable and unsustainable interactions between social systems and ecosystems.
11. Examine and illustrate how scientific approaches to conservation biology have impacted human social systems.
12. Assess the roles of scientific information and social values in environmental decision making.

Baccalaureate Core

This course is offered through Oregon State University Extended Campus. For more information, contact:
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Email: ecampus@oregonstate.edu
Tel: 800-667-1465
Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Synthesis category under Science, Technology, and Society.

Upon successful completion of this course students will be able to:
1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

**Communication**
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please contact me directly for matters of a personal nature. The best way to get in touch with me is via email (pepep@science.oregonstate.edu). I will try to reply to course-related questions and email within 48 hours. I am also available for conversations via pre-arranged meetings via phone or using Skype. You will have to add me as a Skype user (philipjohn.pepe).

I’m dedicated to providing a quick response to all graded assignments. A typical turn-around time for grading will be 7 days (or sooner).

**Canvas**
This course will be delivered via Canvas ([Canvas Login Information](https://canvas.oregonstate.edu)) where you will interact with your classmates and with me as 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](https://ecampus.oregonstate.edu). For technical assistance, please visit [Ecampus Technical Help](https://ecampus.oregonstate.edu/help).

**Technical Assistance**
If you are a newly admitted student seek help [Getting Started](https://ecampus.oregonstate.edu/help). 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](https://ecampus.oregonstate.edu/help) online.

**Learning Resources**
Please note: If you purchase course materials from other sources, be careful to obtain the correct ISBN.

**Required: Textbook**
*Human Ecology - Basic Concepts for Sustainable Development*
Author: Gerald G. Marten Publisher: Earthscan Publications
Publication Date: November 2001, 256 pp.
Paperback ISBN: 1853837142

**Required: SimUText Software**
SimUText Ecology
Availability: Purchased by student (~$30.00) at [http://simbio.com/](http://simbio.com/) Contact: Melissa Schmitt
melissa@simbio.com 617-314-7701 ext. 713

This course is offered through Oregon State University Extended Campus. For more information, contact:
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Evaluation of Student Performance
The learning outcomes will be measured using the following assignments. There are three important elements for successful learning in this course: formative assignments (which help you form and measure your learning as it develops), summary assignments (which evaluate how you are summarizing and synthesizing the concepts), and midterm and final assessments (which test what you’ve learned in the class).

Formative Assignments:
1. **Orientation Quiz: Attendance verification**—The orientation is part of the attendance verification process and includes the information contained in the "Start Here" and "Instructor Info" course menu tabs which map the requirements for success in this course.
2. **Concepts Quizzes: Self-tests to gauge understanding of readings and mini-lectures**—Using online resources, you will be exposed to the basic concepts and vocabulary of human ecology. You will gauge your understanding by answering a variety of questions and getting immediate feedback.
3. **Class Discussions: Sequential discussion postings**—We are an online community, and to interact with each other, each week there will be a group discussion prompted by a question. You are required to post two comments during each week: an answer to the prompt question along with an original question that you pose (by Tuesday at 11:59 PM Pacific Time) and a response to your instructor’s reply (by Sunday at 11:59 PM Pacific Time).
4. **SimUtext: Interactive readings**—These readings are done online using the SimUText (SimBio) learning resources. During the course of your reading, you will answer Feedback Questions, which give you a chance to self-check your understanding. After each section, you will also answer Graded Questions. I will grade your participation in these questions based on the percentage of Graded Questions you answer correctly. For more information, please see the SimUText Rubric in the Grading Rubrics tab in Canvas.
5. **Workshops: Simulations**—Using the MIT Sloan’s Learning Edge online simulations, we have the opportunity to participate in online interactive learning activities that involve manipulating variables and simulating ecological interactions and outcomes. We will have 2 Workshop Simulations over the course of the term.
6. **Skills Trainings: Developmental activities to acquire skills and use tools**—In this class you will practice a number of skills that will not only help you in this course, but in your academic and professional endeavors. These include using the library’s resources, citing sources, peer reviewing, writing an essay, and modeling systems.
7. **Turnitin Assignments: Developmental activities to promote the proper use of sources**—Your assignment will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students.

Summary Assignments:
1. **Summary Assignments: Prepare summary pages**—The Summaries provide a way for you to make a visual scrapbook of your learning about a specific topic. During the term you will construct Summary pages about Website Evaluations and a Population Timeline.
2. **Peer Review Summary Assignments: Prepare peer review pages**—The Peer Reviews provide a way for you to review the visual scrapbooks of other student’s learning. During the term you will construct Peer
Review pages about Population and Society, Ecosystem Services, Climate Change, and Climate Change Mitigation.

**Midterm Assessments:**
*Midterm Outline: Outlining a 5 paragraph essay.* You will first organize your thoughts in an outline before writing an essay. — Good writing skills are critical across professions. This includes outlining a 5 paragraph essay.

*Midterm Essay: Write a 5 paragraph essay with citations* — Your essay will demonstrate your understanding of topics we’ve learned in class as well as use proper citations, which we practice in our skills training.

**Final Assessments:**
*Final Outline: Outlining a 5 paragraph essay.* You will first organize your thoughts in an outline before writing an essay. — Good writing skills are critical across professions. This includes outlining a 5 paragraph essay.

*Final Essay: Write a 5 paragraph essay with citations* — Your essay will demonstrate your understanding of topics we’ve learned in class as well as use proper citations, which we practice in our skills training.

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<thead>
<tr>
<th>Grade Breakdown</th>
<th>Points</th>
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<tbody>
<tr>
<td>Orientation Quiz (1 @ 20 points each)</td>
<td>20</td>
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<tr>
<td>Concepts Quizzes (10 @ 10 points each)</td>
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<tr>
<td>Discussions (10 @ 20 points each)</td>
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<td>SimUText (6 @ 20 points each)</td>
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<tr>
<td>Workshops (2 @ 40 points each)</td>
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<td>Skills Trainings (6 @ 10 points each)</td>
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<tr>
<td>Summary Assignments (6 @ 20 points each)</td>
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<tr>
<td>Midterm Outline</td>
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<td>Midterm Essay</td>
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<td>Final Outline</td>
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<td>Final Essay</td>
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<td><strong>TOTAL POINTS</strong></td>
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<tr>
<th>Final Letter Grade</th>
<th>Total Points</th>
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<tr>
<td>A</td>
<td>1000 - 930</td>
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<td>929 - 900</td>
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<td>869 - 830</td>
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<td>829 - 800</td>
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<tr>
<td>C+</td>
<td>799 - 770</td>
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<td>C-</td>
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<tr>
<td>1</td>
<td>Introduction &amp; Orientation-Evaluating Sources</td>
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<td>3</td>
<td>Eco- and Social Systems-Effects of Technology</td>
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<td>6</td>
<td>Ecosystem Services-System Models</td>
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<td>7</td>
<td>Climate Change-Scientific Aspects</td>
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<tr>
<td>8</td>
<td>Unsustainable Systems-Socioeconomic Aspects</td>
</tr>
<tr>
<td>9</td>
<td>Sustainable Systems-Positive Interactions</td>
</tr>
</tbody>
</table>

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Guidelines for a productive and effective online classroom
- The discussion board is your space to interact with your colleagues and discuss course topics or respond to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Participate actively in the discussions after you have watched the weekly lectures and thought carefully 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 that each person brings to class.

Course Policies

Attendance Verification
Your original attendance in this course will be verified during the Week 1 Attendance Verification, which involves your completion of the following activities: reading the course syllabus and schedule, completion of the Orientation Quiz, Introductory E-mail to your professor, self-introduction on the course Discussion Board, and registering for and downloading SimUText software.

Attendance Policies
You must log-in to the course on a weekly basis throughout the term and respond to messages sent by your instructor. You must complete all the assignments in the course by their assigned due dates.

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least three different days each week, with your first post due no later than Tuesday at 11:59 PM Pacific Time, your second no later than Thursday at 11:59 PM Pacific Time, and third posts due by Sunday at 11:59 PM Pacific Time.

Assignment Due Dates
Students are expected to keep up with the weekly schedule (see “Class Schedule” in “Start Here”). To stay current, students should complete all formative assignments early in the week (by Thursday at 11:59 PM Pacific Time) and summary assignments by the end of each week (by Sunday at 11:59 PM Pacific Time). Late assignments, posted after Sunday, will lose 15% of the possible points for each day they are late.

Missed Assignments
I do not give make-up points and/or extra credit for missed assignments unless 1) you are excused in advance by me, your instructor, or 2) you provide proof of a medical or family emergency.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term—let me know right away.

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University and Departmental Policies

Students with disabilities: Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

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 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Conduct in this online classroom: Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

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Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

**Tutoring:** NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching:** The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**REFUND POLICY INFORMATION**
Please see the Ecampus website for policy information on refunds and late fees.

The course schedule and student evaluation assignments are subject to change at the instructor’s discretion.

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Please see the Ecampus website for policy information on refunds and late fees.