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.

FW325 Global Crises in Resource Ecology

Supervising Faculty: Dr. Nicole Duplicax

Credits: 3 - This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Learner Outcomes:

As a result of taking this class, students will:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.
4. Become active participants in resolving these problems.

Course Concepts:

This planet is fragile and its inhabitants are vulnerable – over the last 50 years mankind has used and transformed ecosystems more than in any equivalent period in history. The 2005 Millennium Ecosystem Assessment's conclusion: We are living beyond our means as our population continues to grow exponentially. How are our Key Ecological Systems doing? We have irreversibly damaged more than half’s of the planet’s ecosystems and biodiversity is declining at an alarming rate. There is an inescapable link between ecosystem condition and human well-being.

1. Understanding and assessing the limits and thresholds affecting our beleaguered world is not easy and the pace of change is accelerating (for instance, climate change is progressing much faster than even the worst-case scenario written in 2001.)

2. Understanding the trade-offs and synergies of economic growth and ‘development.’ Major inequalities exist between developing and developed world in the use of ecosystem services and the enhancement or degradation of essential resources (food, water, timber, energy, disease, pollution, and natural hazards) as well as the regulation of these resources.

3. Call to Urgent Collective Action: Think globally, act locally – the power of public pressure and action. We also need globally coordinated adaptive responses. Each of us is part of the solution and has a role to play that will make a difference. We can longer plead ignorance.

Course Schedule

Week 1: Current threats to our planet, a review
Week 2: Climate Change, causes and effects
Week 3: Biodiversity Loss: the Sixth Extinction, causes and effects
Week 4: Marine and Coastal Systems: Fisheries collapse, coral reefs and coastlines
Week 5: Dry land and Forests: Deforestation, habitat loss and desertification

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Telephone: 800-667-1465
Week 6: Water: Human impact on global waters resources
Week 7: Energy: Is energy renewable?
Week 8: Population: Overpopulation, hunger and health
Week 9: Solutions: Success stories of conservation at work
Week 10: Call to Action: Do we have the conservation organizations we need?

How grades will be determined?
1. Précis (45% of your grade): A major portion of your final grade comes from the nine short weekly writing assignments. You will be given an all-or-nothing grade: submit your weekly précis with good grammar and spelling every week guarantees you a good final grade.
2. Discussion Participation (40% of your grade): Active weekly participation in the eight Discussion Board or Blog Forum is a required part of the final grade.
3. Writing two letters to a VIP, an elected official, or a newspaper editor (15% of your grade). If it is well formatted, well written, with no grammatical or spelling errors it will get a 100%.
4. No final exam, no quizzes.

Required Reading
Each week there is a list of required reading, usually 5-8 articles from current publications, referred journals, plus one chapter from the course textbook

Textbook: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the FW325 course information in the Ecampus schedule of classes for course textbook information and ordering.

Course content
This course is delivered via Blackboard, your online learning community, where you will interact with your classmates and with me, your instructor. Within the course Blackboard site you will access the

learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo.

For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm

Evaluation of student performance: This course is evaluated on three criteria: timely submission of the weekly written reading report, submission of one final short term paper (letters) and on the level of participation in weekly forum discussions. There are no proctored exams.

Statement Regarding Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Disability and 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.

Expectations for Student Conduct: Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. 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. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.
Academic Integrity: Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

Conduct in this online classroom: Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) 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 themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

Ground Rules for Online Communication & Participation:
Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class. Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).

Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 48 hours.

Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss writing online: http://goto.intwg.com/netiquette: http://www.albion.com/netiquette/corerules.html.
Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

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

Student Assistance: Contacting the instructor — students are encouraged to e-mail the instructor at any time if they are experiencing problems with the course material or have specific questions. E-mails will be answered within minutes – up 48 hours. Announcements will also be posted frequently in Blackboard. Students on the OSU campus may make an appointment to see the instructor if necessary.

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

Tutoring: Writing weekly reports is an important part of this course. OSU offers a range of

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resources to assist you in becoming a better academic writer. Specifically, you are encouraged utilize the OSU Online Writing Lab and/or the online tutoring service available free through NetTutor and E-campus; both of these services are valuable resources to improve your writing and adherence to APA style.

For information about possible tutoring for this course, please visit our Ecampus NetTutor page: http://ecampus.oregonstate.edu/services/student-services/online-tutoring/

**Course Evaluation:** Students are encouraged to participate in the OSU Student Evaluation of Teaching Form — course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by E-campus. You will login 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.