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.

FW 439
HUMAN DIMENSIONS OF FISHERIES AND WILDLIFE MANAGEMENT

COURSE CREDITS:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
Principles of fish and wildlife conservation or natural resources and introductory statistics.

Students should have completed most core courses within their program. Completion of a general principles of fish and wildlife or natural resources conservation course (for example, FW251, NR201), and I recommend an introductory statistics course (for example, ST 351) but do not require it

COURSE DESCRIPTION FROM CATALOG

FW 439. HUMAN DIMENSIONS OF FISHERIES AND WILDLIFE MANAGEMENT (3).
Students build an understanding and appreciation for the role of human dimensions (HD) in fisheries and wildlife management. Students work both independently and in groups on assignments with an HD focus. CROSSLISTED as FES 439 (Writing Intensive Course)
PREREQS: Principles of fish and wildlife conservation or natural resources and introductory statistics.

Baccalaureate Core Course Attributes: Core, Skills, WIC

The objective of this course is for students to build an understanding and appreciation for the role of human dimensions (HD) in fisheries and wildlife management. Students will work both independently and in groups on assignments with a HD focus. This course is designated as a WIC (writing intensive curriculum; http://wic.oregonstate.edu/) course, and may be used to fulfill that requirement as appropriate. As a result of WIC designation, students will use writing to learn subject content. (sorry for the acronyms)
CONTACT INFORMATION:
Dr. Ken Diebel
diebelk@onid.oregonstate.edu
Fisheries and Wildlife Department
Oregon State University

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:

Students are responsible for reading assigned text material.

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 course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:
By taking this course, students will be able to:

1) Gain an understanding of and appreciation for the role of HD in wildlife management,
2) Assess and apply past and current HD research and concepts to current HD issues,
3) Evaluate results of an introductory-level quantitative analysis for an HD issue,
4) Demonstrate constructive dialog with diverse publics,
5) Identify collective solutions to assignments with an HD focus, and
6) Critically assess an HD issue using examples from scientific literature.

In addition, students in this WIC course will:

1) Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing,
2) Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline, and
3) Demonstrate the ability to compose a document of at least 2,000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

COURSE CONTENT AND POLICIES:
This is an upper-level undergraduate course. All students are expected to complete all requirements and meeting all deadlines. There is no formal classroom time associated with this course, but for a similar on-campus class a student would be expected to spend 3 hours in class and an additional 3-6 hours on course-related assignments outside of class each week.

Lectures and Assigned Readings
Readings demonstrate applications and examples of lecture content and material, and should be viewed as part of the lecture itself. Students are responsible for managing all readings and assignments. The lectures are designed so that relevant material from the assigned readings is incorporated directly into the lecture. All readings other than those in the required textbook will be provided and posted on Blackboard by the instructor.

Assignments

For your convenience, a file “Due dates for all assignments” calendar is posted in the Course Information folder. This document contains all assignment due dates.

In order to complete both course content and WIC learning outcomes, assignments are focused on three themes. Theme #1 satisfies the WIC learning outcomes. All three themes satisfy the course content learning outcomes, and are structured specifically to promote critical thinking.

Theme #1: Research paper

In the natural resources profession, it is common practice to compile documents that require the integration of information from multiple sources, and format them using conventions of the natural resources discipline. Examples may include briefing papers, research papers, grant proposals, contracts, policy reviews, natural resource or land management plans, field reports, and regulatory and/or compliance documents.

Such writing takes practice, and this course will serve as an opportunity to practice it. Students will be guided through the writing processes for a HD-related research topic of their own selection, have opportunities to receive feedback, and have reasonable time to revise their drafts. WIC requirements include at least 5,000 words of writing; 2,000
words of this total (approximately 10 double-spaced pages) will be in a polished final
draft that has been revised after feedback and critique.

Technology and group collaboration also play important roles in the natural resources
workplace, where professional responsibilities and tasks often involve interaction with
individuals in different locations and different time zones, and some collaborators may
never meet each other in person. As a result, the ability of an individual to communicate
virtually and within a group setting to complete assignments is critical for professional
success. Therefore, peer review also will be part of this process, during which students
will work virtually in assigned groups.

Documentation style also is an important component of professional writing. In the
natural resources disciplines, documentation style depends widely on the particular
outlet. As a result, rather than requiring a formal format, my approach is to focus on
particular elements in citations and references that will allow readers to find that
information in the original source. Therefore, pay careful attention to directions related
to in-text citations and references.

**Theme #2: Quantitative analysis**

HD work involves collecting information from people. One instrument that commonly is
used in human dimensions research is a survey. This assignment will be a combined
multi-step individual, class (via the discussion board), and instructor effort. The
instructor will provide an introduction to a current HD issue, students and instructor next
will work together for question and hypothesis development and data collection, and
then students will work individually on data analysis. Collectively, this process will
provide students with a brief introduction to survey construction, implementation, and
analysis.

Students will need SPSS (statistics package commonly used for social science
research) for this assignment. Instructions for download of the student version of SPSS
are located at http://oregonstate.edu/is/mediaservices/scf/virtual-lab. The virtual
computer lab help desk can provide assistance scfadmin@lists.oregonstate.edu.

**Theme #3: Discussion forum**

Because this class does not meet formally as a group, participation in on-line discussion
serves to facilitate interactions between the instructor and students, as well as among
students. The discussion board will be an ongoing project during the duration of the
course and will parallel weekly topics. Each week, the instructor will introduce a topic for
discussion during that week, often focusing on current events, a format that has been
very popular with students in the past.

There are 11 assignments; 10 must be completed for full credit. However, assignment
#11 is required, regardless of whether you completed #1-10. To receive full credit each
week, students must post two thoughtful and insightful comments for the discussion
during the week. Half-credit will be given for students who post one comment. NO credit will be given for comments that do not contain thoughtful insight as related to classroom material. **Discussion forum should be a source of easy full credit, so take advantage of it.**

*Example posting using Week 6 reading material:*

Instructor: “Morzillo et al. (2009) suggest that not all hunters in Texas are interested in hunting black bear if a local population exists. What factors may play a role in this non-consensus?”

*Bad response; no credit given:* “What kind of hunter wouldn’t want to hunt bear? The meat is good, and the pelt makes a good rug. My uncle loves to hunt bears.”

*Good response; full credit given:*

“According to Miller and Graefe (2000), hunter preferences may be specialized for particular species or hunting styles. Perhaps those not interested in hunting black bears are among specialists interested only in hunting waterfowl.”

The instructor will respond to some postings, but not to all of them. **Students are responsible for using good judgment when interacting on the discussion board.** It is up to the individual to act both professionally and appropriately.

**Points**

In summary, the point breakdown (and % of total grade) is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research paper - preliminary drafts (see assignment instructions)</td>
<td>180 (18%)</td>
</tr>
<tr>
<td>Research paper - final draft</td>
<td>270 (27%)</td>
</tr>
<tr>
<td>Peer review</td>
<td>150 (15%)</td>
</tr>
<tr>
<td>Survey assignment</td>
<td>250 (25%)</td>
</tr>
<tr>
<td>Discussion forum (must complete 10 out of 11 for full</td>
<td>100 (10%)</td>
</tr>
</tbody>
</table>
Grading scale, where $x = \text{student's course grade}$:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$90% \leq x &lt; 90%$</td>
</tr>
<tr>
<td>B+</td>
<td>$87% \leq x &lt; 90%$</td>
</tr>
<tr>
<td>B</td>
<td>$80% \leq x &lt; 87%$</td>
</tr>
<tr>
<td>C+</td>
<td>$77% \leq x &lt; 80%$</td>
</tr>
<tr>
<td>C</td>
<td>$70% \leq x &lt; 77%$</td>
</tr>
<tr>
<td>D+</td>
<td>$67% \leq x &lt; 70%$</td>
</tr>
<tr>
<td>D</td>
<td>$60% \leq x &lt; 67%$</td>
</tr>
<tr>
<td>F</td>
<td>$x &lt; 60%$</td>
</tr>
</tbody>
</table>

**LATE POLICY:**

The instructor must receive all assignments electronically by midnight (US Pacific Time Zone; GMT-8) on the date of the assigned deadline. It is the student’s responsibility to leave enough time to submit assignments in their own time zone. Late assignments received within 24 hours of the due date will automatically receive a 10% absolute deduction (i.e., highest score possible = 90%).

*Unless a student receives prior permission from the instructor, assignments will not be accepted more than 24 hours after the assigned deadline – NO exceptions.*

**Bottom line: If you work with me, I will work with you……**

**USE OF OSU SAFEASSIGN:**

Your research paper and Part III of the survey assignment will be submitted through Blackboard’s SafeAssign plagiarism prevention service. Your assignment content will be checked against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in your documents. The report will be submitted directly to me.

I am aware that Part III of the survey assignment will contain many similar answers for different students, and understand that similar topics may be selected for research papers from year to year, but want to ensure that **appropriate credit** is given to those who do the work.
CONTACTING THE INSTRUCTOR:

Contact me by email for a number of reasons.

First, it is fair across all students in the class. No matter where you are around the world, you all have equal access to me.

Second, your questions or my announcements can be sent when needed so that you don’t forget your question – there is no need to wait until business hours on the US West Coast to contact me. Similarly, I can send announcements while I am thinking about them.

Third, and most importantly, email establishes a written record. This is critical if there are questions from any of you that require follow-up later. I can review what I wrote previously, and provide consistent feedback to multiple students who may have the same question.

In addition, it provides you with a written record of your questions to me and my responses to you. This becomes particularly important when students question grades on assignments. I keep all email exchanges with students at least for the duration of the term, and afterward as well.

*Contact me directly from Blackboard. This allows me to see an automated subject line for the course, and I can give student emails priority.

**ONID email is the formal email address of contact for the course. Students are responsible for all course information that is communicated using ONID email addresses.

THE WRITING CENTER

Students are encouraged to use the writing center as a resource for this course. Further information may be found on center’s website: http://cwl.oregonstate.edu/

EVALUATION OF STUDENT PERFORMANCE:

In the OSU online catalog, refer to AR 18 and AR 19 regarding assignment of grades.

STATEMENT REGARDING 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.

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.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

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

TECHNICAL ASSISTANCE:

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
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 online.

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” 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.