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 489 - Effective Communications in Fisheries and Wildlife Science
3 Credits

INSTRUCTOR:
David Paoletti
dave.paoletti@oregonstate.edu
Nash 150

For more information, contact: BRUCE DUGGER, NASH 166, 541-737-2465

Please include FW 489 in the subject line of all emails. Conversations via phone or Skype (or in person for those on campus) may be arranged by appointment.

Enforced Prerequisites: FW488 (taken in sequence)

Course Catalog Description: FW 489. EFFECTIVE COMMUNICATIONS IN FISHERIES AND WILDLIFE SCIENCE (3).
Second of a two-course capstone sequence centered on analysis, synthesis, and interpretation of data and written and oral communication of management, education or policy statements.
PREREQS: FW 488 [D-]

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

COURSE DESCRIPTION
Most of the issues we face in natural resource management are at least mildly controversial, and require critical thinking to ensure that appropriate science is available to decision-makers. This kind of problem solving requires individuals who can work together, identify biological and ecological principles that apply to the problem, evaluate and synthesize available data from a variety of sources, and present information in an unbiased and comprehensible fashion to different audiences. At the same time, scientists should be aware of the social context in which their recommendations may be used. This two-term capstone sequence is designed to provide students with examples and experience of how natural science can inform decision-making, preparing them for challenges they will likely face as natural resource agency personnel, scientists, educators, and law enforcement agents. FW489 is designed to improve student communication skills.

Students in FW pursue diverse career tracks including scientist, educator, and administrator. Regardless of the destination, effective communication skills are essential to being a successful professional and most careers will require the ability to effectively communicate complex messages, often to diverse audiences. In addition to traditional forms of communication, we will cover web sites, computer conferencing, and
dealing with print, radio, and television media. We will also discuss differences between objective reporting and advocacy. The course will center on two main activities: 1) weekly lectures and discussion (via Canvas) focused on understanding different communication styles and medium; and 2) a series of independent and group assignments, some of which will be based on the group topics analyzed in FW488.

**STUDENT LEARNING OUTCOMES**
Learning outcomes flow from the Departments Outcome Assessment strategy. This course will focus on 2 of the 6 skill areas identified in that plan: *Critical Thinking* and *Communication*. Specific outcomes include:

1. Recognizing bias and assumptions in the work of others, identifying assumptions in his or her work, and recognizing bias in media coverage of science. Distinguish between anecdotal and rigorously derived information.
2. Developing skills in messaging scientific information in unbiased ways.
3. Generating written, visual, or oral products to communicate your recommendations or conclusions to different audiences.

**COURSE STRUCTURE**

**Weekly Modules:** The course has been divided into 10 weekly modules. Each module will consist of one or two lectures, which provide a detailed overview of the week’s topic. Each module may include supplemental readings, audio files, and/or external links to additional material. Access to weekly modules will be given to the class on Monday morning of each week.

**Discussion Board:** After reviewing the materials in each module, the class will participate in interactive, weekly discussions via the Discussion Board on the FW 489 Canvas site. Active participation is not only encouraged but also REQUIRED. Most weeks I will post a question/topic/comment to get the ball rolling, but students are welcome to post new topics as they see fit. These discussions are open-ended by design, and you will be graded each week (0-5 pts.) based on your level of interaction and thoughtfulness. **A minimum of 2 posts must be made (preferably more), with the first being posted by the end of the day Wednesday.** Your posts must be made on different days. This allows me to see that you are checking in to the Discussion Board intermittently during the week and you are posting early enough to enable classmates to reply. It’s the exchange of ideas and information that is important here - posting only on Sunday at 5pm wouldn’t facilitate discussion, right? The forum for each week will be closed by **Sunday, 11:59pm Pacific.**

**Group Projects:** The primary objective is to get you to think about how we communicate science and information to different audiences. Each Group will be responsible for completing two assignments:

1. A scientific poster that describes the issue and relevant data for a science-based audience;
2. A short report in which all groups use the same data set. Each group will act as a scientist representing a particular stakeholder group.

**Individual Projects:** Although many of the points in this class come from your group projects, I have included several individual assignments to encourage independent thinking and to get a sense of your personal communication style.

*All projects will be due at 11:59pm Pacific on the date indicated unless otherwise stated. Assignments turned in after the specified deadline will not be accepted.*
LEARNING RESOURCES
Course text (optional, but good to have at least 1 copy in your group), available at the OSU bookstore: Conservation Education and Outreach Techniques (Techniques in Ecology and Conservation) by Susan K. Jacobson, Mallory D. McDuff, and Martha C. Monroe.

Additional resources include:


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.

EVALUATION OF STUDENT PERFORMANCE
Your grade in this class is dependent on your individual participation and products as well as group products. If you are having issues with communication and cooperation in your group, it is your responsibility to let the instructor know as soon as possible so I can help you. Due dates are firm.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Due date</th>
<th>Points possible</th>
<th>Individual or Group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Poster</td>
<td>Draft – xxx,</td>
<td>100</td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td>Final – xxx</td>
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<tr>
<td>Stakeholder Identification</td>
<td>xxx</td>
<td>50</td>
<td>Individual</td>
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<td>and Views paper</td>
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<tr>
<td>OpEd paper</td>
<td>xxx</td>
<td>50</td>
<td>Individual</td>
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<tr>
<td>Data Interpretation Report</td>
<td>Vers. 1 – xxx,</td>
<td>100</td>
<td>Group</td>
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<tr>
<td></td>
<td>Vers. 2 – xxx</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misconception assignment</td>
<td>xxx</td>
<td>25</td>
<td>Individual</td>
</tr>
<tr>
<td>Discussion Board participation</td>
<td>Weekly</td>
<td>50</td>
<td>Individual</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>375</td>
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Grading Scale: Final grades will be based on straight percent of the total possible score. We will use the following scale: A 92-100; A- 90-91 B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; F < 60
Required Technology Skills
Since the course is fully online, you will require regular access to a computer with an internet connection (preferably high speed, since the course contains some multimedia). You should also be comfortable with: navigating the internet; using email; uploading and downloading Microsoft Office documents.

TECHNICAL ASSISTANCE:
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.

- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Academic Policies
Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an 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 or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

The following link provides some very helpful information regarding plagiarism and how to avoid plagiarizing other’s work:  http://wpacouncil.org/node/9

**Expectations for Student Conduct:**
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct and Community Standards.

**Students with Disabilities:**
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. Please refer to: Disability Access Services (DAS) and, specifically for Ecampus, http://ecampus.oregonstate.edu/services/student-services/sss.htm for more information.

**Accessibility of Course Materials**
All materials used in this course are accessible [with the exception of scanned textbook chapters]. If you require accommodations please contact Disability Access Services (DAS).

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