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. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

FW 321

Applied Community And Ecosystem Ecology

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

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
PREREQS: FW 320*, (BI 21X), Ecology (BI 370)

COURSE DESCRIPTION:

FW 321. APPLIED COMMUNITY AND ECOSYSTEM ECOLOGY (3).
Perspectives in community and ecosystem ecology, and their use in management of fisheries and wildlife resource systems.

CONTACT INFORMATION:

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

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:

Course Text:

Amazon offers a kindle edition, hardcover or paperback version.
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:

Course Objectives:
The goal of this course is to develop a strong understanding of the linkages between community and ecosystem ecology and applied management strategies. The effective management of wildlife and fisheries populations is dependent on the understanding of how populations fit into the broader ecology of the landscape. This course will associate ecological concepts, such as metapopulation theory and trophic cascades, with real-world applications, such as reserve design and ecosystem management. It is essential that future ecologists and managers be taught community and ecosystem theory and the management strategies and techniques borne from them. Only then can we accurately and appropriately evaluate ecosystem service benefits and costs.

Learning Outcomes:
Students will be taught using a combination of reading from the textbook, primary literature, and group discussion. Upon completion of this course, students will be able to:

- Effectively connect community and ecosystem theory to management applications,
- Evaluate the loss of ecosystem services across temporal and functional scales,
- Understand the challenges associated with managing wildlife and fisheries populations over evolutionary time,
- Recognize the constraints in applying ecological concepts to real-world scenarios,
- Assess attempts at ecosystem valuation, community and landscape management, and the long-term impacts of human activities.

COURSE CONTENT AND POLICIES:

Part I: Processes and Patterns
Week 1
- Introduction to Community and Ecosystem Ecology

Week 2
- Community Ecology Overview: Competition
- Community Ecology Overview: Predation

Week 3
- Community Ecology Overview: Mutualisms
- Indirect Effects

**Reserve Design Proposals due by Sunday at midnight PACIFIC**
Week 4
- Dispersal and Migration

**Part II: Organization**
Week 5
- Biodiversity

Week 6
- Food Webs

Week 7
- Succession

Week 8
- Metapopulations

**Reserve Design Project due by Sunday at midnight PACIFIC**

**Part III: Linking Science and Management**
Week 9
- Ecosystem Services
  - Climate Change

Week 10
- Applied Ecology

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**EVALUATION OF STUDENT PERFORMANCE:**

**Discussion Board Participation**
This course is designed to incorporate multiple learning styles and outcomes by using a simulated discussion format. After reviewing the reading and online learning material each week, everyone must participate in the interactive discussions held in the Discussion Board of Blackboard. There will be general and specific questions posted, and you will gather information and synthesize the information you obtain. These interactive discussions are extremely important. These discussions are open-ended by design and require you to think creatively and critically to answer the questions. There are many 'correct' answers, and effective communication of your response is just as important as the concepts you address.

**Discussion Board Grading and Due Dates**
There is a possibility of 70 points, therefore, each week (10 weeks total) you can receive a max of 7 points. If you only post a comment or provide a response you get 5 points; if you post an insightful thread to which other students comment on you get 6 points; if you post
an insightful thread (to which others comment on) and offer feedback or comment on another student's posting you get 7 points. Discussions will become available weekly on **MONDAY at 9am** and will **close on SUNDAY at midnight**.

**All times listed are in PST (PACIFIC)**

**Weekly Quizzes**
The weekly quizzes will incorporate true/false, multiple choice, short answer, and various other question formats. Quizzes will concentrate on the material in the module being tested, but course concepts and general processes will be cumulative throughout the course. All quizzes will be administered through Blackboard. Quizzes will be made available by **MONDAY at 9am** every week and will **close on SUNDAY at midnight**. The time allowed for each quiz may change weekly, but will generally be 1 hour. Be Careful! The quiz will kick you out at midnight, so make sure you start at 11pm at the latest!

**All times listed are in PST (PACIFIC)**

**Term Paper- Reserve Design Project**
Each student will be required to complete a term project in which they design a biological reserve in the ecosystem of their choosing. See Blackboard for a full description of the Reserve Design Project (under Course Information). Students should be prepared to address scientific, political, financial, and social aspects regarding the design of a reserve. Due dates: each student must **submit a short proposal by SUNDAY of Week 3 by midnight** describing where the proposed reserve will be and **three** main conservation goals for the reserve.

**The final 5-10 page paper will be due on SUNDAY of Week 8 by midnight.**

**All times listed are in PST (PACIFIC)**

**Grading:**
Discussion Board Participation (70 pts).........................15%
Reserve Design Project (10 + 125 pts)..........................25%
10 Quizzes (30 pts each)...........................................60%

**Grading Scale:** Final grades will be based on straight percent of the total possible score. I 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

**COURSE SITE LOGIN INFORMATION**
Information on how to login to your course site can be found [HERE](#).

**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.

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.

**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

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**

### 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

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.