RS 693: Seminar
Department of Forest and Rangeland Stewardship
Warner College of Natural Resources

COURSE SYLLABUS

<table>
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<tr>
<th>Instructor</th>
<th>Course</th>
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<tr>
<td>Name: Sonya Le Febre</td>
<td>Term: Spring 2015</td>
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<tr>
<td>Office: Natural Resources 235</td>
<td>Class Meeting Days: Tuesday</td>
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<tr>
<td>Phone: 970-491-1907</td>
<td>Class Meeting Hours: 2:00-2:50 pm</td>
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<tr>
<td>E-Mail: <a href="mailto:sonya.lefebre@colostate.edu">sonya.lefebre@colostate.edu</a></td>
<td>Class Location: Forestry 127</td>
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<td>Office Hours: By appointment</td>
<td>Course Credits: 1</td>
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Course Overview
Department seminar is a series of invited speakers from both on and off campus who present on their current research and professional experiences. The purpose of this seminar is to expose our graduate students to research in the broad field of forest and rangeland stewardship. Some presentations will have relevance to your own studies right now; other presentations will not be directly related to your own area of study, but will give you a glimpse into different areas of research. This is also a great opportunity to expand your professional network and observe different presentation styles.

Course Goals and Objectives
By the end of the semester, students will be able to discuss at least five areas of current research in forest and rangeland stewardship. They will also have practiced and improved upon their ability to write efficiently and effectively in the discipline. These goals will be measured through student writing. Following presentations from invited speakers, students will write a reasoned a thoughtful critical analysis of each presentation.

Required Texts and Materials
None

Supplementary (Optional) Texts and Materials
None

Important Dates to Remember
Last Day to Add a Class without an Override: Sunday, January 25th, 2015
Registration Closes: Wednesday, February 4th, 2015
Withdrawal Deadline: Monday, March 23rd, 2015
Spring Recess: March 16th – March 20th, 2015
Last Day to Process a University Withdrawal: Friday, May 8th, 2015

Course Schedule and/or Schedule of Assignments
For each presentation you should write a 1-2 paragraph response paper. Rather than simply summarizing the presentation when writing your response paper, include both your reaction to the lecture and an explanation for this reaction. If you think the research is important, include an explanation of why it is important. If you
think the way that the information is presented is misleading or unsubstantiated then explain how it could be improved or what is missing. If the presentation provides new insights or tools that you can use in your research then explain how these new ideas or tools could improve your research.

The purpose of the writing assignments is to encourage you to listen actively to the speakers and to provide an opportunity to practice your writing skills. Try to have an introductory sentence, a closing sentence, and sentences in between that stay on topic. Try to construct concise, clear sentences, and use terminology that is new to you. For those of you turning in hand written paragraphs at the end of the class period, I know that grammar, spelling, and handwriting will not be perfect. That’s okay! The goal of the writing assignment is to encourage you to be an active listener and critical thinker, and to start applying the new concepts and language you learned in the presentation. Challenge yourself to improve your writing skills over the course of the class.

Speaker Schedule

January 27: Heidi Huber-Stearns, Doctoral Candidate, Forest & Rangeland Stewardship Department, Colorado State University. “Investments in watershed services: From the Western US to Colorado.”

February 3: Claire Griebenow, Research Associate, Colorado Forest Restoration Institute, Colorado State University. “Colorado Forest Restoration Institute: Wildfire risk reduction monitoring.”


February 17: Mike Caggiano, Research Associate, Center for Managing Wildland-Urban Interface Wildfire Risk, Colorado State University. “Home loss in the High Park Fire, a geospatial analysis.”

February 24-25: Attend at least one session and submit a response paper from one of the following two conferences:
- Front Range Student Ecology Symposium, Lory Student Center: “From Mountains to Main Street.”
- Graduate Student Showcase, Lory Student Center.

March 3: Emma Vakili, Masters Student, Forest & Rangeland Stewardship Department, Colorado State University. “Fuel treatment effects on spatial variability of surface fuels in dry ponderosa pine forests.”

March 10: Margaret Herzog, Tribal Climate Resilience Program GIS Coordinator, Bureau of Indian Affairs. “Bear Creek Watershed: Facilitating collaboration, analyzing complex systems, and building online tools to coordinate active watershed development and transformation.”

March 24: Kurt Mackes, Assistant Professor, Forest & Rangeland Stewardship Department, & Research Scientist, Colorado State Forest Service. "The Colorado Wood Utilization & Marketing Program."

March 31: Sasha Victor, Masters Student, Graduate Degree Program in Ecology, Colorado State University. “Creating new populations of two threatened Physaria species in Colorado’s Piceance Basin.”

April 7: Tania Schoennagel, Research Scientist, Department of Geography/Institute of Arctic & Alpine Research (INSTAAR), University of Colorado. “Disturbance interactions in subalpine forests: Bark beetles and fire.”

April 14: Quy Khuc, Doctoral Candidate, Forest & Rangeland Stewardship Department, Colorado State
University. “Urban household’s willingness-to-pay for forest restoration to improve water and electricity service in Vietnam.”

**April 21:** Kelly Jones, Assistant Professor, Human Dimensions of Natural Resources, Colorado State University. “Generating evidence on the impact of conservation management approaches: Can land titling and economic incentives curb deforestation in the Ecuadorian Amazon?”

**April 28:** Eli Ertl, Masters Student, Forest & Rangeland Stewardship Department, Colorado State University. “Restoration impacts on stand structure and understory species in a Colorado Front Range ponderosa pine – Douglas-fir forest.”

**May 5:** Anita Kennedy, Masters Student, Graduate Degree Program in Ecology, Colorado State University. “Hitting moving restoration targets: Using plant traits and geographic origin to predict population-level climate (CO2 and temperature) responses.”

**Basis for Final Grade**
This course is graded satisfactory/unsatisfactory. To receive a grade of satisfactory, you must:

1) Attend at least 12 of the 14 seminars with invited speakers.

2) Write 1-2 paragraph response paper on each seminar addressing why the research or management approach is important and/or how the information presented pertains to your project or professional goals, and write down 2 questions for the speaker.

**Course Policies**
Response papers can either be turned in at the end of class or e-mailed to me by the end of the day (midnight). Your response paper will be used to mark attendance.

**Grades of "Incomplete":**
Per university policy, an instructor may assign temporary grade of Incomplete to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing using the Department Incomplete Grade Form the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. (Section I.6 of the *Academic Faculty and Administrative Professional Manual*)

**Disability Access:**
Colorado State University is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must first contact Resources for Disabled Students before requesting accommodations from the professor. Resources for Disabled Students (RDS; [http://rds.colostate.edu/home](http://rds.colostate.edu/home)) is located in room 100 of the General Services Building. Their phone is (970) 491-6385 (V/TDD). Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.
**Attendance Policy:**
If you will miss more than two speakers for excused reasons, you may attend a different seminar in the same field and hand in a response paper from that. The reason for your absence must be submitted to me in advance, or if that is not possible, within 24 hours of the missed class. Those of you who will be missing class to attend the Society of Range Management national conference are welcome to submit a response paper from one of the presentations you attend there.

**Religious Accommodation:**
Participation in official University activities, e.g., an out-of-town athletic event, or special religious observances may provide a legitimate reason for an excused absence. The student is responsible for discussing this with the instructor at the beginning of the semester.

**Professionalism Policy:**
Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Be respectful of our guest speakers, and please arrive on time for all class meetings. This is a great opportunity to network with professionals in the natural resources field. After class you are welcome to introduce yourself to the speakers briefly, particularly if their work interests you or is relevant to your own research. As their time may be tight, consider bringing your card to exchange contact information so that you may continue your discussion at a later time. When emailing the instructor or a guest speaker, please include your full name and the course number in your email. If you are following up with a speaker, also include the date, location and topic of their presentation.

**Academic Integrity:**
The Department of Forest and Rangeland Stewardship takes academic integrity seriously. At minimum, academic integrity means that no one will use another’s work as their own. The CSU writing center defines plagiarism this way:

> Plagiarism is the unauthorized or unacknowledged use of another person’s academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."


If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two: [http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf](http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf)).

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask you to sign the CSU Honor Pledge as part of completing all of our major assignments. While you will not be required to sign the honor pledge, we will ask each of you to write and sign the following statement on your papers and exams: **“I have not given, received, or used any unauthorized assistance”.**