FOREST AND RANGELAND STEWARDSHIP
COLORADO STATE UNIVERSITY

NR130: Global Environmental Systems
COURSE SYLLABUS

Department of Forest and Rangeland Stewardship
Warner College of Natural Resources

	Instructor	Teaching Team
Name:	Dr. Ursula Quillmann Office: NR209	Bob Buford (Assistant)* Lizzie Rose (Assistant)*
Phone:	970-491-7091	Nora Anderson (Primary TA)* Jenny Morgan (additional classroom support)* *contact info and office location under office hour schedule
E-Mail:	ursula.quillmann@colostate.edu	
Website:	www.facebook.com/ColoOcean	

Term: Spring 2019
Class Meeting Days: Tu and Th
Class Meeting Hours: 12:30 to 1:45 PM
Class Location: Clark 101A
Course Credits: 3

Office Hours Schedule*

*Subject to Change

	Monday	Tuesday	Wednesday	Thursday	Friday	Email
Ursula** NR209		8:30-9:00 11:00-12:00 2:00-3:00		8:30-9:00 11:00-12:00 2:00-3:00		ursula.quillmann@colostate.edu
Bob** NR209		TBA		TBA		Bob.Buford@colostate.edu
Jenny NR218	10:30-12:30		3:00-4:00		12:00-2:00	jmorgan3@rams.colostate.edu
Lizzie NR218		2:00-4:00	12:00-1:45	2:00-4:00		Lizzie.Rose@colostate.edu
Nora NR218	**12:30-2:00**	**11:00-12:15**		**11:00-12:15**	**10:00-11:30**	noraande@rams.colostate.edu

** and by appointment

We will schedule additional office hours before exams. Keep an eye out for announcements about review sessions.

Welcome!

NR130 is a big lecture class, and again we have a full auditorium with ~300 students. Despite the large class size, we are dedicated to making this class as personal as we possibly can. We will offer ample

office hours each week. We will schedule additional office hours for exam reviews and for help with homework assignments. We will also offer various workshops. If you are falling behind or are struggling, contact us sooner rather than later. It is easy to get distracted in a large class like this. Out of respect for your peers and your teaching team, let's work together to keep the noise level down.

Let me introduce our Teaching Team:

Dr. Ursula Quillmann: I have been teaching NR130-Global Environmental Systems since Fall 2013. I took last semester off from teaching on campus because I had the opportunity to teach a Semester at Sea. We sailed the world with 600 students on board. We crossed the Pacific Ocean and the Indian Ocean, and sailed along the Atlantic coast of Africa and Europe. We stopped in eleven countries and witnessed firsthand the state of our coastlines. I am excited to share photos and stories with you throughout the semester.
I also started teaching a one-week course (NR 182C) at the CSU campus in Todos Santos, Baja California Sur, Mexico. This location gives us the opportunity to witness first-hand the dynamic interactions between the ocean and land that shape the Baja California peninsula, separating the Gulf of California (Sea of Cortez) and the Pacific Ocean. The Gulf of California is one of the most diverse seas on Earth with a wide range of endemic and migratory species. The nutrient-rich Pacific Ocean is home to kelp beds and sandy beaches. Learn field-sampling techniques and explore various marine ecosystems. The dates for 2019 are May 19-26. Come talk to me if you would like to find out more.
Global Environmental Systems never gets boring, because there is so much research going on. I'll do my best to incorporate the latest findings into my lectures. Additional research findings will be posted on our Facebook site. I encourage you to alert me if you come across any interesting articles or documentaries related to our class. You can send links to me directly or post them on our Facebook site.
I am a paleoceanographer and my research interests are past abrupt climate changes. As human actions continue to change the Earth's climate at an alarming rate, it is important to look into past climate changes prior to human influence on the climate to understand how the Earth's climate system naturally has worked on its own in the past. Understanding past climate changes helps us to better understand the future. The ocean and climate are a coupled system, and the ocean influences the climate by storing and transporting heat. The ocean is also a major reservoir for carbon dioxide, a key greenhouse gas. Such changes are reflected in seawater properties, such as temperature, salinity, and seawater chemistry. Signals of past changes are preserved in ocean sediments. I analyze ocean sediments to learn more about past ocean circulation and climate since the last ice age. I specialize in ocean biogeochemistry, stable isotopes and trace and minor elements in biogenic calcium carbonate of foraminifera (microscopic marine protozoa). I am also interested in the stability of the Greenland ice sheet and past marine ecologies and environments.
In recent years I have become more and more interested in Earth systems as a whole, and I have realized the pressing need to protect our planet and to protect the unique ecosystems on Earth. I am looking forward to sharing my passion and my love for our environment with you.

Bob Buford: I have had the pleasure of working with Dr. Quillmann for several semesters assisting her in not only Oceanography but also in her other two classes, NR 130 and NR 370. I have an intense passion about our Oceans and our environment and learning more about them both through the

classes and outside research. It is vitally important that we take the responsibility to clean up and save our ocean and environment, as it is the engine that powers our world. If you find that you are in need of help, please come to us sooner rather than later in the semester so that we can assist you and solve any issues you may have.

Nora Anderson: Hi everyone! My name is Nora Anderson and I'll be one of your teaching assistants this fall. I'm a second-year student from St. Louis, MO, and I'm studying Journalism and Global Environmental Sustainability. I took both NR 130 (Global Environmental Systems) and NR 150 (Oceanography) during my freshman year and loved the material and Dr. Quillmann and her teaching team, so I'm really looking forward to this semester and being a part of the team. Outside of school, I enjoy camping, biking, and also cream cheese pizza. I want to be a resource for anyone needing help, whether it's related to this class or not. Come stop by office hours to say hello!

Additional class support:
Lizzie Rose: My name is Lizzie Rose, and I am currently working on my Masters of Natural Resources Stewardship degree here at CSU. I am especially interested in forest ecology and broadening my knowledge about natural resources. I received a BA from St. Olaf College in Minnesota in Environmental Studies and English in 2015. I am originally from Kansas City and have a background in non-profit work in the environmental and animal welfare fields. This is my second semester working with Dr. Quillmann, and I am excited to assist her throughout the coming semester. Please don't hesitate to let me know if you have any questions throughout the semester. I'm here to help!

Jennifer Morgan: My name is Jenny and I'm a senior this year at CSU, studying for a Sociology degree in the liberal arts department. I spent my first two years in college at Western State Colorado University in Gunnison, Colorado. When I'm not studying hard for classes I like to spend time by my pool, take hikes, rock climb, and ride my mountain bike. I also love to spend as much time as I can by the ocean. Do not hesitate to come to me for help either through email or office hours! I look forward to a great semester!

Course Overview

What are global environmental systems? Why should you take the course? Did you sign up because the course fulfills the AUCC 3A (Biological and Physical Sciences) requirement? Did you sign up because you are interested in Earth sciences and want to find out more about how the Earth functions as a whole?
Earth functions as a complex system. To better understand how Earth functions, we can take this complex system and break it up into subsystems or "spheres." By studying one "sphere" at a time, we have reduced the complexity and will assess how each of these "spheres" works. Earth is comprised of four major spheres: 1.) The **Geosphere** contains all of the cold, hard, solid rock of the planet's crust (surface), the hot semi-solid rock that lies underneath the crust, the hot liquid rock near the center of the planet, and the solid iron core (center) of the planet; 2.) The **Hydrosphere** is the total of Earth's water, including the oceans, lakes, streams, underground water, and the cryosphere (the frozen part of the hydrosphere); 3.) The **Atmosphere** is the mixture of gases surrounding the Earth; 4.) The **Biosphere** includes all of the Earth's organisms.

Once we have shed light on the natural dynamics of these four "spheres," we will also consider a fifth "sphere:" the **Anthroposphere** ("human sphere"). We will consider how human activities have altered the world we live in. We documented some of the impacts related to human activities during my Spring 2017 voyage with Semester at Sea. I will share my observations with you throughout the semester, and we can discuss effective solutions to environmental problems.

GT Pathways Natural & Physical Sciences

Lecture Course without Required Laboratory (GT-SC2)

The Colorado Commission on Higher Education has approved NR150-OCEANOGRAPHY for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SC2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2) – students should be able to:

a. Develop foundational knowledge in specific field(s) of science.
b. Develop an understanding of the nature and process of science.
c. Demonstrate the ability to use scientific methodologies.
d. Examine quantitative approaches to study natural phenomena.

Inquiry & Analysis

Select or Develop a Design Process

a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

Analyze and Interpret Evidence

a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
b. Utilize multiple representations to interpret the data.

Draw Conclusions

a. State a conclusion based on findings.

Quantitative Literacy

Interpret Information

a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Represent Information

a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Course Goals and Objectives

By the end of the semester, the successful student will be able to:

1. View Earth sciences from a system science approach.
2. Discuss the interdisciplinary links between the geosphere, hydrosphere, atmosphere, biosphere, and anthroposphere.
3. Visualize the changes that may occur with anthropogenic forcings.
4. Employ the methods and tools scientists use.
5. Use the scientific jargon (vocabulary).
6. Think critically and correct misconceptions surrounding environmental issues.
7. Investigate and find solutions for current environmental issues outside the classroom.

Required Texts and Materials

- "The Blue Planet, An Introduction to Earth System Science," 3rd Edition by Brian J. Skinner and Barbara W. Murck
  ISBN-13: 978-0470556481
- iClicker

Library & Research Help

The CSU Libraries Help Desk provides basic research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Virtual assistance is also available via the Libraries' Ask Us chat and email services (http://lib.colostate.edu/help/ask-us). Jocelyn Boice is the librarian supporting the Forest and Rangeland Stewardship Department and this course. Contact her for in-depth assistance at: jocelyn.boice@colostate.edu / 970-491-3882.

Important Dates to Remember

Last Day to Add/Drop Classes Without an Instructor Override: Sun, Jan 25th, 2019
Registration Closes: Wed, Feb 6th, 2019
Withdrawal Deadline: Mon, Mar 25th, 2019
Spring Break: Sat, Mar 16th – Sun, Mar 24th, 2019
Last Day to Process a University Withdrawal: Fri, May 10th, 2019
Final Examination: WEDNESDAY, May 15th, 6:20-8:20PM in Clark 101A

- You can find the final exam policy and the final exam schedule on the registrar site: https://registrar.colostate.edu/academic-resources/final-exams/
- Note: day and time of final examination differ from regular class time.

Dates for Exams

Midterm 1: 02/19
Midterm 2: 03/12
Midterm 3: 04/16

- Midterm exams will be taken in Clark 101A during regular class times

Final Exam: 05/15 from 6:20-8:20PM in Clark 101A

- Note: The final exam will be taken in Clark 101A but day and time differ from our regular class time.

Your Feedback is Important:

- I would like to have open communication with my students throughout the semester. I invite you to stop by my office hours or my teaching team's office hours or contact any of us via email anytime with any questions or concerns. I am available to set up meeting times in addition to my regular office hours. Please take advantage of this offer.

- After your first midterm exam, you will be given the opportunity to provide constructive criticism for our course. This process will be anonymous, because I would like you to feel comfortable providing honest feedback. I would like to find out what you like about the course, what is going well for you, and what I can do to improve the learning experience for you. I take these feedbacks very seriously and strive to implement reasonable changes immediately. I will discuss outcomes with you.
- Near the end of the semester, you will be asked to complete an online evaluation form. I read the evaluations from my students very carefully and use students' comments to improve the course the following semester. Note: These online course evaluations are anonymous. I will not see your feedback until after I have submitted your grades. I appreciate your honest and constructive criticism and will implement it in improving my teaching in the future.

Course Schedule

THIS CLASS SCHEDULE IS SUBJECT TO CHANGE. It is your responsibility to check Canvas for updates. We will be following the textbook outline pretty closely. I highly recommend you do the readings before you come to the lectures. Doing the readings beforehand enhances your understanding of the material presented during the lectures. You will be tested on the material I covered in class, which may or may not be in the textbook.
Dates followed by [HW] denote homework dates. Dates followed by [i] denote dates when students can earn participation points.

Tu 01/22[HW] Introductions and Syllabus

UNIT 1: The Geosphere

Th 01/24[HW] The Earth System: Our Place in Space; Readings Ch 1 (p. 14-28); Ch 4
Practice iClickers (will not count towards final iClicker points)

Tu 01/29[HW, i] The Tectonic Cycle, Part I; Readings: Chapter 5

Th 01/31[HW, i] The Tectonic Cycle, Part II; Readings: Chapter 5

Tu 02/05[HW, i] Earthquakes and Volcanoes; Readings; Chapter 6

Th 02/07[HW, i] Rock Cycle; Readings: Chapter 7

Tu 02/12[HW, i] Reflection question; Documentary: Sand Wars, Part I

Th 02/14[HW, i] Documentary: Sand Wars, Part II

Tu 02/19 *Exam 1*: covers material 02/22-02/14

UNIT 2: The Hydrosphere

Th 02/21[HW, i] The Hydrological Cycle; Readings: Chapter 8

Tu 02/26[HW, i] The Cryosphere; Readings: Chapter 9

Th 02/28[i] Documentary: Chasing Ice, Part I

Tu 03/05[HW, i] Documentary: Chasing Ice, Part II

Lecture: Cryosphere and the Climate system; Readings: TBA
Reflection question

Th 03/07 [HW, i] The World Ocean, Part I; Readings: Chapter 10

Tu 03/12 ***Exam 2*:** **Covers material 02/21-03/07**

Th 03/14 [HW, i] The World Ocean, Part II; Readings: Chapter 10

SPRING RECESS

Tu 03/26 [HW, i] Atmosphere; Readings: Chapter 11
Reflection Question

UNIT 3: The Atmosphere

Th 03/28 [HW, i] Wind and Weather Systems; Readings: Chapter 12

Tu 04/02 [HW, i] Wind and Weather Systems; Readings: Chapter 12

Th 04/04 [HW, i] The Climate system; Readings: Chapter 13, pp 379-399

Tu 04/09 [HW, i] Documentary: Plastic Ocean

Th 04/11 [i] Guest Speaker
Why is the Climate Changing?; Readings: Ch 13, pp 408-412
Reflection Question

Tu 04/16 ***Exam 3*:** **Covers material from 03/16 – 04/11**

UNIT 4: The Biosphere

Th 04/18 [HW, i] Life, Death, and Evolution; Readings Chapter 14

Tu 04/23 [HW, i] Ecosystems and Cycles of Life; Readings Chapter 15
Terrestrial Biomes

Th 04/25 [HW, i] Ecosystems and Cycles of Life; Readings Chapter 15
Aquatic Biomes

Tu 04/30 [HW, i] Populations, Communities, and Change; Readings Chapter 16
Documentary: Luna (Part I)

Th 05/02 [i] Documentary: Luna (Part II)
Reflection Question

UNIT 5: The Anthroposphere

Tu 05/07 [HW, i] The Resource Cycle; Readings: Chapter 17
Mineral and Energy Sources; Readings: Chapter 18

Th 05/09 The Changing Earth System; Readings: Chapter 19

FINAL EXAM: 12/15 at 6:20-8:20PM in Clark 101A
Cumulative final with emphasis on the material covered after Exam 3.
Failure to take the final exam will affect your semester grade; your overall grade will drop by one letter grade.

Students should be aware that the contents of this syllabus – including exam dates and readings – may change. The student is responsible for keeping track of these changes through regular class attendance AND by visiting our course site on Canvas!

Basis for Final Grade

Assessment	Points	Percent of Final Grade
a. Midterms (3)	180	30%
b. Final Exam	90	15%
c. Homework Assignments (21)	210	35%
d. Participation	60	10%
e. In-class Projects	60	10%
Total:	**600**	100%
f. Extra Credit	60	10%

CSU grading scale:

Letter grade	% range
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	<60

If you contest any grade, it must be done within one week of the assignment date. iClicker points must be contested within 24 hours of posting.

a. Midterm Exams: 180 points
There will be three midterms. Each midterm is worth 60 points. In-class exams will test students' understanding of global environmental systems concepts and facts. Exams will be multiple choice, True/False, and fill-in-the-blank questions. The only things allowed on your desk will be a No 2 pencil, and your RamID; we will provide the rest. All electronic devices, books, notes, etc. must remain out of sight while you take the exam (more details under IX Academic integrity).

b. Final exam: 90 points

The final is cumulative and cannot be dropped. Everyone must take the final. Failure to take the final exam will affect your semester grade; your overall grade will drop by one letter grade.
Emphasis will be on the new material covered since the third midterm exam

c. Homework: 210 points
There are 23 days when we offer homework. Homework days are marked [HW] on the course schedule. Students will be graded based on 21 homework assignments, 10 points each. If students choose to do all 23 homework assignments, points over 210 will count towards extra credit.
The assignments will be done online on Canvas. Students have two attempts to do the homework and are not timed. Homework assignments are always due Sundays at 11:59 PM of the week the homework was assigned. If there are two homework assignments per week, both assignments are due Sunday at 11:59 PM. Late homework will be accepted only if arrangements with the instructor or the TA were made beforehand.
Canvas keeps track of each attempt the student makes to do the homework and records the attempt when the assignment is opened. 'No computer' or 'no internet connection' problems are not valid excuses for late assignments. Do not wait until the last minute.

d. Participation: 60 points
There will be 25 lectures, in which you can earn participation points. Participation days are marked with an "i " in the course schedule (see section XI). You can earn 2.8 points per session (60 points total). YOU HAVE TO ANSWER ALL BUT ONE QUESTION IN ORDER TO RECEIVE THE 2.8 POINTS FOR THE DAY. Any points earned over 60 points will count towards extra credit.

Participation points can be earned:
- Participation via iClicker in class (most days) --- details follow below.
- Questions on Canvas. You have to be in class to receive the password for access.
- Questions will be turned in on a piece of paper right at the end of class.

Participation via iClicker in class:
iClicker technology allows for the engagement of all students, allows for increased course-related communication between students, and facilitates the feedback loop between students and instructor. Summaries of student responses will be shown in real time to both instructor and students.
The iClicker questions will provide mini breaks in class, during which you can discuss the answers with your neighbors. There will be no penalty for answering a question incorrectly. You should not feel quizzed. You are providing feedback to your instructor.
It is your responsibility to ensure that your iClicker is registered (follow the link on our Canvas site) and working properly. (Accommodations will be made for excused absences only (see IX Attendance Policy). On some days I will ask more than four questions (for example, on review days), but I will cap at 2.8 points maximum per session).
iClicker points will be posted at least once a week. It is the student's responsibility to check if no points were received. If no points were received, it was likely because:
- The iClicker was not registered properly. (see VIII of syllabus)
- The student did not participate.
- The iClicker malfunctioned, most often because the batteries gave out. Have a set of spare batteries in your backpack.

Makeup points CANNOT BE GIVEN unless the student sees us immediately after class; it is the student's responsibility to make sure they have a functioning iClicker. See " IX Attendance Policy" for exceptions.

If your iClicker has been malfunctioning during class, see us IMMEDIATELY at the end of the class. Turn in the answers on a sheet of paper with the date, your name, student ID, and reason for not having used your iClicker. We will give points for three class sessions maximum for entire semester. **It is considered cheating if you give your iClicker to a classmate to click for you when you are absent. Penalty: You and your classmate will lose the entire 10% plus the extra credit earned in the course (up to 10% extra credit).**

iClicker registration:
It is your responsibility to register your iClicker and make sure it is working properly. You can register your iClicker by following the iClicker link on the Canvas course site. For any questions relating to iClickers, please contact your teaching team promptly. We will practice using the iClicker in week 1. Starting Week 2, iClicker points will count towards your final grade. Follow the link on our Canvas site to the iClicker registration site.

e. In-class Projects: 60 points
Reflection questions are part of the in-class projects. Reflection questions are designed for students to analyze concepts, evaluate experiences, and form opinions. Other in-class projects can be in the form of quizzes and worksheets, given throughout the semester, usually unannounced. In-class projects are designed as additional learning tools.

f. Extra credit opportunities: 60 points
You can earn up to a total of 60 extra credit (EC) points.
Any point above 60 points in the participation category (section VII d) will count as EC points. You can earn 10 EC points.
For any points above 210 in the homework category will count towards extra credit. You can earn 20 extra credit points.
30 EC points can be earned by taking pop quizzes, brief writing assignments, feedbacks, etc. You have to be in class to learn about extra credit opportunities. Refer to "Attendance Policy" (section IX c) for make-up policy for missed extra credit opportunities.

Course Policies

Late Work Policy
There are no make-ups for in-class writing, homework assignments, quizzes, midterms, or the final exam, unless students has an excused absence or made arrangement with the instructors beforehand.

Grades of "Incomplete"
Per university policy, an instructor may assign a 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 contact the Student Disability Center before requesting accommodations from the professor. The Student Disability Center (SDC; http://rds.colostate.edu/home) is located in room 121 of the TILT 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

Instructors and departments are responsible for establishing attendance policies for classes and examinations. These policies must accommodate student participation in University-sanctioned extracurricular/co-curricular activities. Students must inform their instructors prior to the anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established University procedures.
For the purposes of this regulation, University-sanctioned activities include competitions, events and professional meetings in which students are officially representing the institution. Appropriate sanctioned activities include:
a. Intercollegiate athletics;
b. Collegiate club sports and competitions;
c. Conferences and workshops recognized by the University not related to academics;
d. Commitments on behalf of the University (ASCSU, band, etc.); and
e. Professional activities recognized by the University related to academics.
Department heads or their designated representatives must approve sanctioned professional and departmental activities. Other sanctioned activities must be approved by the appropriate program director on record with the Division of Student Affairs offices or the Department of Athletics.

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.

Final Exam Policy

Final examination week is part of the regular semester. Student attendance shall be consistent with University policy.

If a student has three or more final examinations (not classes) scheduled for the same day or if conflicts of examination times occur, the student may negotiate a time change with the instructors involved. If the parties involved cannot find a mutually agreeable time, the Registrar's Office indicates which courses must be changed. **Note:** The Registrar's Office must be notified at least one week prior to Final Examination Week to allow instructors time to make appropriate accommodations. It is the student's responsibility to initiate negotiations.

Any student who has a conflict with the examination schedule must inform the instructor as soon as possible before the examination. If an agreement cannot be reached between the instructor and student as to the appropriateness of a make-up examination the student should appeal to the department head.
http://www.registrar.colostate.edu/final-exams

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

Throughout the semester we will send you emails. These emails will only be sent to your official CSU email address (____@rams.colostate.edu). Make sure to check your CSU email account regularly or have your CSU email forwarded to your regular email address.

- In your emails, please always include in the subject line the reason for emailing. Example subject line: "NR130 - Frank Jones – iClicker points missing for 02/10" (even if it a response to one of our mass emails to the entire class)
- Course number NR130
- Your full name
- In your email body, please include your full name and CID

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."
> Source: (Writing Guides: Understanding Plagiarism. http://writing.colostate.edu/guides/guide.cfm?guideid=17)

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 (under "Academic Integrity/Misconduct: http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/ .)

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 to you 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."

Title IX Information

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal

disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/. And, the Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is http://www.wgac.colostate.edu/need-help-support.
Source: http://oeo.colostate.edu/title-ix-sexual-assault

Non-Discrimination Statement

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services. Source: http://oeo.colostate.edu/non-discrimination-statement

How to succeed in class:

We want you to succeed in our class. But you have to do your part as well.

- Take advantage of the extra credit opportunities.
- We will offer short workshops (optional) throughout the semester. These workshops are not mandatory.

Watch for announcements of dates and times for these workshops on Canvas. Topics of workshops we have planned are:

- How to succeed in class
- General study tips
- Problems registering your iClicker
- Suggestions for studying and preparing for exams
- How to submit homework assignments online
- How to prepare your sheet of notes for the final

Please don't hesitate to contact us if you would like to see additional workshops or have suggestions on how to improve the class. We like to hear from you, and we are here to help you.

More tips for success:

- Read the chapter material before coming to the lecture. If you read the material first, it will "sink in" faster during the lecture.
- PDFs of the lectures will be available online before the lecture. Print out and bring to class to make note taking easier.
- Come to class and don't get behind.
- Start the homework early. Give yourself time to understand the homework questions. You can earn a perfect score on the homework assignments by putting in time and effort.
- Don't try the homework until you finish the reading and/or we covered the material in class.
- Work together. Scientists often work in groups. You need to do your own thinking, but discussion with your peers is a great way to sort out your thoughts.
- Don't ever give up!!!! If you feel you are in trouble, ask for help immediately. Don't wait until it's too late.

Staying up to date with class matters and for additional information:

- Canvas (attend the optional workshops offered by us)
- We invite you to come to our office hours.
- Optional: Facebook ("like" and follow us on http://www.facebook.com/ColoOcean)
- Email correspondence:
- Please feel free to email members of the teaching team anytime

PLEASE FEEL FREE TO CONTACT US VIA EMAIL
OR
VISIT US DURING OUR OFFICE HOURS IF YOU HAVE ANY QUESTIONS OR CONCERNS.
WE WISH YOU AN ENJOYABLE AND SUCCESSFUL SEMESTER.