



NR 577 WETLAND ECOLOGY AND RESTORATION

Fall 2020 SYLLABUS

INSTRUCTOR INFORMATION

Instructor:

Dr. Jeremy Sueltenfuss

Office Hours: By appointment

Email: Jeremy.Sueltenfuss@colostate.edu

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

Wetlands include a diverse range of distinct ecosystem types that differ from non-wetlands and from one another in biotic composition and ecological function. While wetlands provide a diverse range of critical ecosystem services, large numbers have been lost throughout North America and globally and many remaining wetlands have been severely degraded by factors such as exotic species, hydrological alterations, and pollution. The loss of key ecological functions and services has created a strong imperative for restoration. This course is intended to provide students a broad introduction to wetland ecology, with particular emphasis on concepts critical for their restoration. Through readings, lectures, and assignments, students will learn about the diversity of wetlands types, the key drivers of their composition and function, and approaches for their restoration.

COURSE PREREQUISITES AND COREQUISITES

NR 565 or NR 578 or NR 678 or RS 500 or RS 630

COURSE GOALS

Upon the completion of this course, you should be able to:

- Describe the basic hydrological and ecological characteristics of wetlands; describe wetland soils and biotic communities.
- Identify the various types of wetlands and describe the key factors that differentiate them.
- Identify common stressors and disturbances impairing wetland condition and formulate approaches for addressing them in restoration.

- Explain the steps involved in planning and implementing wetland restoration including stakeholder engagement, regulatory compliance, and baseline data collection.
- Identify various wetland restoration techniques and apply them appropriately in different contexts and ecosystem types.
- Use data to design a wetland restoration plan
- Monitor and evaluate the success of wetland restoration projects

REQUIRED TEXTS

None. All required readings will be posted on Canvas or on E-reserve. You will need to do independent research for some of your assignments. As a CSU student, you have access to all of the CSU's library resources including access to many journal articles, e-books, and research databases such as Web of Science. Make sure you are logged in through the CSU proxy server, otherwise you may be asked to pay for things like journal articles you have free access to.

COURSE PRESENTATION AND PROCEDURES

Organization of content: 16 learning modules presented on a weekly basis comprised of module objectives, a brief video lecture, readings, and assignments will be posted on Canvas. Some reading materials will be posted on E-Reserves through the CSU Library (links to E-Reserves will be provided on Canvas.) Most modules will have a short quiz and there are two exams: a midterm and final. In addition, students will prepare a final project involving the design of a restoration project using data and information provided by the instructors. The course will also require participation on the Canvas discussion board.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Course Schedule. Weekly assignments and quizzes will generally be returned within 4 working days; major assignments, exams, and essays will be returned within 1 week, if possible. If you think there was a grading error or do not understand the feedback you receive on graded work, please contact the instructor as soon as possible and no more than 2 weeks after the graded work has been returned to you.

Your final grade will be calculated by summing the points earned within each category (e.g., quizzes, exams, etc.), dividing it by the points possible within each category, and multiplying by the category weight:

Category	Weight
Quizzes	10%
Assignments	25%
Discussion (15 weeks, 2 posts/week)	15%
Final project and presentation	20%
Exams	30%

** Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.*

ASSIGNMENT DETAILS

DISCUSSIONS

Scientific articles or other readings related to each module topic will be discussed on Canvas during most of the learning modules. Two posts will generally be required: the first due by the end of Wednesday and a second post, consisting of a respond to another student's post, due by the end of the module on Sunday night. Typically, you will be automatically assigned a post to review after the closing date of the assignment on Wednesday. Note that this is the minimum number of posts you are required to submit; you are encouraged to respond to any other posts that interest you. More information regarding expectations for a given learning module's discussions will be posted on Canvas.

ASSIGNMENTS

Each module will have one or more assignments. These will vary in scope and purpose and are intended to support learning from readings and lectures. More information regarding assignments for a given learning module will be posted on Canvas.

PRE-MODULE QUIZZES

Because each module builds off the previous, you will take a brief quiz at the beginning of most of the learning modules to reinforce the content from the previous module. Quizzes will also highlight some important points you should have taken away from the previous module and aid in exam preparation.

EXAMS (PROCTORED)

There will be two timed exams. Exams will cover material from lectures, readings, and discussions. Exams will include definitions, short answer, and short essay questions and may include calculations. Exam questions will focus on material covered in modules up to that point and are not cumulative. You will have a maximum of 75 minutes to complete each exam.

PARTICIPATION EXPECTATIONS

This is a three credit course, so it is expected that you will spend approximately 8 hours per week working on course-related activities (reading, viewing content, contributing to discussion, preparing assignments, etc.). You are encouraged to spend at least a little time each day on this course although we recognize it is not always be possible. You will be required to make at least two postings to each discussion (one by the end of Wednesday and one by the end of Sunday of each week).

GRADE DESCRIPTION

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+

93-100% = A
70-76% = C
60-69% = D
0-59% = F

LATE WORK POLICY

Assignments will be penalized 10% of the total points available for the assignment for each day late. Assignments will not be accepted if five or more days late, and a grade of zero will be recorded for that assignment. There will be no makeup exams unless prior arrangements have been made or if there are documented extenuating circumstances (e.g., family emergency, attendance of professional conference, etc.). Contact the module instructor as early as possible if there is a conflict with a scheduled exam.

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one's academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

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, I will

ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's [Practicing Academic Integrity](#).

UNIVERSAL DESIGN FOR LEARNING

We are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact us to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Reader](#).
- Canvas acting funny?
 - Review Canvas guide for [Supported Browsers](#).
- YouTube videos not playing?
 - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
 - Download [Windows Media Components for QuickTime](#).
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- [Google Apps for CSU](#)—a free, outsourced productivity suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Office 365](#)—the full version of Microsoft Office available free of charge for CSU students.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Google Earth and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.