



	Instructor	Teaching Assistant
<b>Name:</b>	Prof. Scott Denning	
<b>Office:</b>	off campus	
<b>Phone:</b>	N/A	Karissa Courtney (Graduate Student TA) <a href="mailto:Karissa.Courtney@colostate.edu">Karissa.Courtney@colostate.edu</a>
<b>E-Mail:</b>	<a href="mailto:scott.denning@colostate.edu">scott.denning@colostate.edu</a>	TA)
<b>Office Hours:</b>	Details in table below	
<b>Communication Policy:</b>	<p><b>PLEASE DOWNLOAD/INSTALL THE SLACK MESSAGING APP ON YOUR PHONE AND/OR COMPUTER!</b></p> <p>We love to hear from you. Don't hesitate to contact us with any questions or concerns. We will respond within 36 hours. Please add course number in your subject line. Please address requests for extensions on assignments to Karissa. Please address inquiries about due dates, workshops, and review sessions to _____</p>	

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<b>Term:</b>	Fall 2021
<b>Class Meeting Days:</b>	Tuesday & Thursday
<b>Class Meeting Hours:</b>	9:30-10:45AM
<b>Class Location:</b>	Clark 101A
<b>Course Credits:</b>	3

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**OFFICE HOURS:**

A link to drop by our office hours will be posted on Canvas. If the times of our office hours don't work for you, you can request to meet with us by appointment.

Table: Office hours

MST	Monday	Tuesday	Wednesday	Thursday
10-11	Karissa NR 218		Amy NR 218	
11-12			Caitlin (zoom)	
12-1		Caitlin NR 218		
1-2		Caitlin NR 218	Caitlin NR 218	
2-3		Scott (zoom)		Scott (zoom)
3-4		Scott (zoom)		Scott (zoom)

### Welcome!

Welcome to NR150\_Oceanography! I am happy to announce that I will be supported by an excellent teaching team this semester. Karissa, Amy, Caitlin, and Emma are assisting me this semester. Go to meet “Meet the Teaching Team” on our Canvas site to find out more about us. We are here for you and for your success. If you have any questions, concerns, suggestions, please don’t hesitate to contact me or my teaching team.

Please take advantage of our office hours. We are also happy to meet with you (virtually) outside our regular office hours. We will communicate with you on a regular basis. I appreciate any honest feedback at any time during the semester. I am committed to improving this course wherever possible.

### Course Overview

The ocean is under greater pressure from anthropogenic influence than ever before, and therefore it is important that we try to understand the nature of oceanic processes. We will take an interdisciplinary approach by breaking oceanography into marine geology, chemistry, physics, and biology (Figure 1). In our geological oceanography component, we will explore how ocean basins and ocean floor features formed, such as ocean spreading ridges, trenches, and hydrothermal vents. Why is the ocean salty and where do the nutrients in the ocean come from? We will find out in our chemical oceanography component! The physical oceanography component addresses wave formation, tides, tsunamis, ocean surface and thermohaline circulation, and how these are constrained by ocean basins and ocean floor features. Lastly, we will discuss biological oceanography in the context of geological, chemical, and physical oceanography to assess the complexity of marine life. We will study plankton, fishes, marine mammals, birds, and reptiles. Ecosystems like kelp forests, tidal pools, coral reefs, hydrothermal vents support an array of fascinating organisms. We will study how these organisms within an ecosystem interact with one another. Throughout the semester we will address the multiple threats the ocean is facing from human activities, including warming waters, plastic pollution, sand mining, ocean acidification, and sea level rise. We documented some of the consequences related to human activities during my Spring 2017 voyage with Semester at Sea. It gave me a deeper understanding of how pertinent it is to protect our ocean.

## Why study oceanography?



### The Ocean:

- covers ~71% of Earth's surface
- holds ~97% of Earth's water
- produces >50% the oxygen we breathe
- mitigates climate
- provides valuable services for humans, including food, transportation routes, recreation

Humans are impacting all aspects of the ocean, thus perturbing the "cogs of the wheel" and the marine environment



To understand how the ocean functions we will analyze four principle disciplines in oceanography.

These four disciplines function together like cogs of a wheel: a change in one will affect the others.



### Geological Oceanography

- Coastlines
- Seafloor features
- and more

### Chemical Oceanography

- Salinity, temperature
- Nutrients
- and more

### Physical Oceanography

- Ocean circulation
- Waves & Storms
- and more

### Biological Oceanography

- Optimal conditions for marine organisms
- Migration routes
- and more

Some examples of human impact

Figure 1: Visual course overview.

## Course Goals and Objectives

Upon the completion of this course, students will be able to:

- Outline the fundamentals of oceanography by acquiring insights to four of the main disciplines in oceanography (geological, physical, chemical, and biological oceanography)
- Describe services the ocean provides for life on Earth and for people
- Analyze how the ocean plays a key role in shaping Earth's climate
- Assess human impacts on ocean environments and climate
- Synthesize the connection between marine life and the geology, physics, chemistry, and environment of the ocean

## Course Prerequisites

None

## **IMPORTANT COVID INFORMATION FOR STUDENTS:**

**Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.**

**All students are expected and required to report to the COVID Reporter (<https://covid.colostate.edu/reporter/>) when:**

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

**Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.**

**As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official - if you have been asked to isolate or quarantine.**

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University’s COVID resources and information, including FAQs about the spring semester, please visit the **CSU COVID-19 site** <https://covid.colostate.edu/>.

### **CSU’s Land Acknowledgment Statement**

*Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.*

*CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.*

<https://landacknowledgment.colostate.edu>

### **This is an Inclusive Classroom**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or

student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Source: <https://education.uiowa.edu/office-dean/policies/syllabus-checklist>

### CSU's Principles of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

<https://diversity.colostate.edu/resources/principles-of-community/>

### Required Texts and Materials

This course will require MindTap from Cengage. You will access MindTap from Canvas. MindTap is included as part of Inclusive Access and you do not need to purchase anything ahead of time. Your student account will be charged, and you have until the add/drop date to option out. Please note the pricing for MindTap under Inclusive Access is a reduced price which is contracted through the university bookstore.

### Getting Registered

**CHECK THIS WEBSITE** FOR REGISTRATION AND PURCHASING INFORMATION including a list of ALL courses using Cengage on campus. You will access MindTap through **Canvas** and you will have access on the first day of class.

### Need help?!

- 1) First check the registration website.
- 2) Create a tech support ticket by clicking the link in Canvas or going to [support.cengage.com](https://support.cengage.com). Be sure to share a screenshot and as many details as possible. You can also call tech support directly 800-354-9706
- 3) Email [Nicole.smith@cengage.com](mailto:Nicole.smith@cengage.com) with your case number from tech support and your professor's name.

### 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](mailto:jocelyn.boice@colostate.edu).

### Canvas Information & Technical Support

Canvas is where course content, grades, and communication will reside for this course.

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](https://info.canvas.colostate.edu)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276

- [help@colostate.edu](mailto:help@colostate.edu)

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

### **Important Dates to Remember**

Last Day to Add/Drop Classes Without an Instructor Override: Sun, January 23, 2022

Registration Closes: Wed, February 2, 2022

Withdrawal and Repeat/Delete Deadline: Mon, March 21, 2022

Spring Break: Sat, March 12 – Sun, March 20, 2022

Last Day to Process a University Withdrawal: Fri, May 6, 2022

Final Examinations: Mon-Fri, May 9-13, 2022

Useful websites with important dates to remember

- <https://registrar.colostate.edu/registration-dates/> (on campus)
- <https://www.online.colostate.edu/faqs/important-dates.dot#fall> (CSU Online)

### **Course Specific\*:**

\*see Course Schedule for details on due dates for homework, documentary worksheets, weekly discussions, and reflections. Generally, the assignments open up on Monday 12:00AM and close on Sunday 11:59PM each week, except in Week 1 (module and assignments open Jan 19<sup>th</sup> at 12:00AM) and Week 15 when assignments are due on Friday, May 7<sup>th</sup>.

- Exam 1 (Feb 17)
- Exam 2 (March 24)
- Exam 3 (April 14)
- Final Exam (May 10)

## Course Schedule \*

\*subject to change (any changes will be communicated clearly in a timely manner)

### WEEK 1:

- Tu 1/18 Module 1: Why study the ocean and course overview
- Th 1/20 Module 2: Marine Resources; Readings: Chapter 17
  - Homework: Marine Resources
- *Weekly Assignments:*
  - *Reflection #1*
  - *Week 1 Course Participation Activity (CPA)*

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## GEOLOGICAL OCEANOGRAPHY

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### WEEK 2:

- Tu 1/25 Module 3: The Origin of the Ocean; Readings: Chapter 1
  - Homework: Origin of the Ocean
- Th 1/27 Module 4: Earth Structure & Plate Tectonics; Readings: Chapter 3.1-3.7 (Earth Structure)
  - Homework: Earth Structure
- *Weekly Assignments:*
  - *Week 2 Course Participation Activity (CPA)*

### WEEK 3:

- Tu 2/1 Module 4: Earth Structure & Plate Tectonics; Readings: Chapter 3.8-3.11 (Plate Tectonics)
  - Homework: Plate Tectonics
- Th 2/3 Module 5: Ocean Basins; Readings: Chapter 4.1-4.3 (Continental Margins)
  - Homework: Ocean Basins (Continental Shelves)
- *Weekly Assignments:*
  - *Week 3 Course Participation Activity (CPA)*

### WEEK 4:

- Tu 2/8 Documentary "Drain the Ocean"
  - Documentary Worksheet "Drain the Ocean"
- Th 2/10 Module 5: Ocean Basins (Deep Ocean); Readings: 4.4-4.6
  - Homework: Ocean Basins (Deep Ocean)
- *Weekly Assignments:*
  - *Reflection #2*
  - *Week 4 Course Participation Activity (CPA)*

### WEEK 5:

- Tu 2/15 Module 6: A History of Marine Science; Readings: Chapter 2

- Homework: A History of Marine Science
- Th 2/17 Exam 1
  - Exam 1 covers Modules 1-5 and Documentary “Drain the Ocean”
- *Weekly Assignments:*
  - *Week 5 Course Participation Activity (CPA)*

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## CHEMICAL OCEANOGRAPHY

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### WEEK 6:

- Tu 2/22 Module 7: Water and Ocean Structure; Readings: Chapter 6
  - Homework: Water and Ocean Structure
- Th 2/24 Module 8: Ocean Chemistry; Readings: Chapter 7
  - Homework: Ocean Chemistry
- *Weekly Assignments:*
  - *Reflection #3*
  - *Week 6 Course Participation Activity (CPA)*

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## PHYSICAL OCEANOGRAPHY

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### WEEK 7:

- Tu 3/1 Module 9: Circulation of the Atmosphere; Readings: Chapter 8.1-8.3
  - Homework: Circulation of the Atmosphere, Part 1
- Th 3/3 Module 9: Circulation of the Atmosphere; Readings: Chapter 8.4 & 8.5
  - Homework: Circulation of the Atmosphere, Part 2
- *Weekly Assignments:*
  - *Week 7 Course Participation Activity (CPA)*

### WEEK 8:

- Tu 3/8 Module 10: Circulation of the Ocean; Readings: Chapter 9.1-9.3
  - Homework: Circulation of the Ocean, Part 2
- Tu 3/10 Module 10: Circulation of the Ocean; Readings: Chapter 9.4-9.6
  - Homework: Circulation of the Ocean, Part 2
- *Weekly Assignments:*
  - *Week 8 Course Participation Activity (CPA)*

### WEEK 9:

- Tu 3/22 Documentary: “Plastic Paradise”
  - Documentary worksheet: Plastic Paradise
- Th 3/24 Exam 2
  - Exam 2 covers Modules 6-10 and Documentary “Plastic Paradise”
- *Weekly Assignments:*

- *Week 9 Course Participation Activity (CPA)*

#### **WEEK 10:**

- Tu 3/29 Module 11: Waves; Readings: Chapter 10
  - Homework: Waves
- Th 3/31 Module 12: Tides; Readings: Chapter 11
  - Homework: Tides
- *Weekly Assignments:*
  - *Week10 Course Participation Activity (CPA)*

#### **WEEK 11:**

- Tu 4/5 Module 13: Coasts; Readings: Chapter 12
  - Homework: Coasts
- Th 4/7 Module 14: Life in the Ocean; Readings: Chapter 13.1-13.6 & Module 15: Primary Producers; Readings: Chapter 14.1-14.7
  - Optional: Homework: Life in the Ocean (ungraded practice quiz)
  - Homework: Primary Producers
- *Weekly Assignments:*
  - *Reflection #4*
  - *Week 11 Course Participation Activity (CPA)*

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### **BIOLOGICAL OCEANOGRAPHY**

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#### **WEEK 12:**

- Tu 4/12 Documentary "Chasing the Thunder"
  - Worksheet "Chasing the Thunder"
- Th 4/14 Exam 3
  - Exam 3 covers Module 11-15
- *Weekly Assignments:*
  - *Week 12 Course Participation Activity (CPA)*

#### **WEEK 13:**

- Tu 4/19 Module 16: Marine Animals, Part I; Readings: Chapter 15.1-15.4 (Invertebrates)
  - Homework: Marine Animals Invertebrates
- Th 4/21 Module 16: Marine Animals, Part II; Readings: Chapter 15.5-15.8 (Vertebrates, Topics 1&2)
  - Homework: Marine Animals, Vertebrates Topics 1&2
- *Weekly Assignments:*
  - *Reflection #5*
  - *Week 13 Course Participation Activity (CPA)*

#### **FALL RECESS 11/20-11/28**

#### WEEK 14:

- Tu 4/26 Marine Animals, Part II; Readings: Chapter 15.9-15.11 (Vertebrates, Topics 3&4)
  - Homework: Marine Animals, Topics 3&4
- Th 4/28 Marine Communities, Part I; Readings: Chapter 16.1-16.5
  - Homework: Marine Communities, Part I
- *Weekly Assignments:*
  - *Week 14 Course Participation Activity (CPA)*

#### WEEK 15:

- Tu 5/3 Marine Communities, Part II; Readings: Chapter 16.6-16.7
  - Homework: Marine Communities, Part II
- Th 5/5 Documentary “Chasing Corals”
  - Worksheet “Chasing Corals”
- *Weekly Assignments:*
  - *Week 15 Course Participation Activity (CPA)*

#### WEEK 16:

- FINAL EXAM (cumulative with emphasis on the Material after Midterm Exam 3)
  - Thursday, 12/16 6:20-8:20PM in Clark 101A

### ASSIGNMENTS AND GRADING

The assignments are designed to support you in your learning journey. The assignments align with the course and module learning objectives of this course. Detailed module learning objectives are posted on Canvas. Rubrics and expectations are posted on Canvas. The assignments are broken into several lower-stake categories to take off the pressure of you if are not good exam taker. Assignments a-d are set up to provide a “safety net” (55% of the total grade) for you. You can find more details about the grading scheme on Canvas. If you have any questions, don’t hesitate to contact your teaching team.

#### a. Course Participation Activities : 90 points (15%)

You can actively engage with the material to aid your learning process through fifteen weekly Course Participation Activities (CPAs), 6 points each. CPAs can be in form of Mindtap activities, online discussions, or other formats. Expectations and rubrics will be clearly communicated and posted on Canvas. Consider CSAs category part of your safety net – don't let these points go to waste. We will adhere to community rules as determined by the students, the teaching team, and the university.

#### b. Homework: 150 points (25%)

There will be a total of 22 homework offered throughout the semester. Each homework is worth 7.5 points and the two lowest scores will be dropped. The course schedule outlines the homework schedule. The homework are designed to help you study the material and to prepare for the midterm exams and the final exam. The questions on the homework are similar in form to exam question and therefore, a good practice. As soon as you submit your homework, you will see which questions you missed. Students have a chance to check your notes and textbook to see why you missed the questions. You have a second

attempt to submit the homework with the correct answers. Consider the homework category part of your safety net. Everyone can score full points here.

c. Documentary Worksheets: 60 points (10%)

The four documentaries we will watch this semester were chosen to place the course content into real life situations. The worksheets (15 points each) associated with the documentaries were designed for you to process the content of the documentaries, some of which can spark emotional responses. I consider the documentary Worksheets part of your safety net. Expectations and rubrics will be posted on Canvas.

d. Reflections: 30 points (5%)

The responses to the five reflections (6 points each) are addressed to the instructor and the graduate teaching assistant. It will give us a chance to check on your well-being, how you are doing in class and outside the class environment. If you participate in the reflections, you will receive full points. Remember the safety net? Expectations and rubrics will be posted on Canvas.

e. Midterm Exams: 180 points (30%)

There will be three midterms. Each midterm is worth 60 points. Exams will test your understanding of oceanographic concepts and facts. Exams will be multiple choice, True/False, and fill-in-the-blank questions.

f. Final Exam: 90 points (15%)

The cumulative final will give you the chance to see the connection between geological, chemical, physical, and biological oceanography. Emphasis will be on the new material covered since the third midterm exam.

### Grading Policy

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Homework and exam grades are available upon submission. Course Participation Activities, worksheets, reflections should be graded within one week. If, however, due to unforeseeable circumstances, the grading of your work takes longer, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

Assignment	Grade Points	Grade Percentage
a. Course Participation Activities (15 @ 6 points each)	90	15%
b. Homework Quizzes (22 @ 7.5 points each) Two lowest scores will be dropped	150	25%
c. Documentary Worksheets (4 @ 15 points each)	60	10%
d. Reflections (5 @ 6 points each)	30	5%
e. Midterms (3 @ 60 points each)	180	30%
f. Final Exam	90	15%
Total	600	100%

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

### GRADE DESCRIPTION

Grade	Range	
A+	100 %	to 96.67%
A	< 96.67 %	to 93.33%
A-	< 93.33 %	to 90.0%
B+	< 90.0 %	to 86.67%
B	< 86.67 %	to 83.33%
B-	< 83.33 %	to 80.0%
C+	< 80.0 %	to 76.67%
C	< 76.67 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%

CSU's grading scale does not allow C-, D+, and D- for final grades.

### **Canvas Information and Technical Support**

Canvas is an online learning management system where course content, grades, and communication including due dates will reside for this course.

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](mailto:info.canvas.colostate.edu)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
- Voice: (970) 491-7276 | Email: [help@colostate.edu](mailto:help@colostate.edu)

The technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

## **Course Policies**

### **Late Work Policy**

Late work will be accepted only if arrangements with the instructor 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 to complete and submit your assignments. We will clearly communicate due dates.

### **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*). For more information: <https://registrar.colostate.edu/incomplete-grades/>

### **Attendance Policy**

The lectures will be recorded and made available to you if you cannot attend class. If you miss class, it is your responsibility to listen to the lecture on your time and complete assignments on time. If you cannot submit an assignment or miss an exam, please document your absence (e.g. doctor's note, case management letter, etc).

Please talk to us as soon as possible if you have to miss an assignment or cannot take an exam, so we can set up make ups.

Students who will miss class assignments or exam due to participation in University-sanctioned extracurricular/co-curricular activities 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.
- f. 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 Observances**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building. Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

### **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.

[Click here to find out more.](#)

### **Professionalism and Participation Policy**

Online discussions were designed to foster an online community and to give students the opportunity to interact with one another and contribute to learning experience. In order to benefit from the online discussions, students should check in on the discussion forum at least twice a week to read their peers' posts and comment.

Please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

When emailing teaching assistants or the instructor, please include course number in the subject line.

### **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. You can find an overview and [CSU's definition of plagiarism on the CSU Writing Center website](#).

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](#)".

This course will adhere to the CSU Academic Integrity [Policies and Guiding Principles](#) as found in the General Catalog and the [Student Conduct Code](#).

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.

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

### **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.

### **Universal Design for Learning/Accommodation of Needs**

I am 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 me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be. Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation specialist in the SDC.

### **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 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.

### **Undocumented Student Support**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

### **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. Some helpful websites:

<https://safety.colostate.edu/sexual-assault-information/>

<https://wgac.colostate.edu/support/sexual-assault/>

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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>

### **Mental Health and Wellness**

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you. Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

### **Student Case Management**

[Student case management](#) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and I discuss your situation, I may request [verifiable documentation for class absences](#) from the SCM office if you request considerations for absences or missed coursework.

WE WISH YOU A GREAT SEMESTER.

TAKE ADVANTAGE OF US AND THE RESOURCES WE ARE PROVIDING TO SUCCEED IN CLASS.

PLEASE DON'T HESITATE TO CONTACT US AT ANY TIME.

WE ARE HERE FOR YOU.