

# NRES 151 Spring 2022 Semester Lab Section 5 & 6 Syllabus

**Important Note:** This syllabus represents the general lab schedule and anticipated content sequencing. These are subject to change as needed. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. Additionally, your lab instructor will supplement this syllabus with their own office hours, attendance expectations, additional assignments, etc.

## Course Information

### Lab Instructor Information

**Instructor:** Eden Clymire-Stern

**Office:** TNR 360A

**Office Hours:** Wed & Fri 12:00pm – 1:00pm, or by appointment

**E-mail:** [eclymire@uwsp.edu](mailto:eclymire@uwsp.edu)

### Lab Sections and Instructors

Section	Time	Day	Room	Instructor
1	8-9:50AM	Tuesday	TNR 153	Dr. Diane Lueck
2	8-9:50AM	Friday	TNR 153	Shannon Finnerty
3	9-10:50AM	Thursday	TNR 153	Sophie Demchik
4	10-11:50AM	Monday	TNR 153	Nathan Kluge
5	10-11:50AM	Wednesday	TNR 153	Eden Clymire-Stern
6	10-11:50AM	Friday	TNR 153	Eden Clymire-Stern
7	1-2:50PM	Monday	TNR 153	Keenan Foley
8	1-2:50PM	Wednesday	TNR 153	Keenan Foley
9	2-3:50PM	Tuesday	TNR 153	Shannon Finnerty

## Critical Thinking Learning Outcomes

As previously noted, this course is designated as a Critical Thinking Course in the UWSP General Education Program. Critical Thinking courses should meet the following learning outcomes (CTLOs):

- 1) Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).
- 2) Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues.
- 3) Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.

## NRES 151 Course Learning Outcomes

The course learning outcomes specific to NRES 151 are as follows:

- 1) Develop fundamental knowledge of the basic principles of ecology.  
Assignments and assessments: Lecture readings, lab exercises, lecture and lab exams.
- 2) Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).  
Assignments and assessments: Lab/Lecture discussions and online tutorial quizzes [aligns with CTLO 1]
- 3) Use observations, experimentation, and simulation to gain knowledge of the natural world and management outcomes.  
Assignments and assessments: Field trips, weekly lab activities, computer lab simulations, and a semester-long experiment in ecological competition.
- 4) Identify, analyze, evaluate, and construct reasoning regarding the application of basic ecological principles to natural resource management.  
Assignments and assessments: Lab discussions, Library Resource, Assignment, various lab assignments [aligns with CTLO 2]
- 5) Communicate the analysis, evaluation, or construction of scientific reasoning in writing.  
Assignments and assessments: Lab discussions, Scientific Paper Assignment [aligns with CTLO 3].

As you can see, the lab experience and assignments are critical to the overall learning outcomes of the course as well as to the alignment of this class with the learning outcomes of the Critical Thinking designation within the General Education Program.

**Tentative Laboratory Schedule**

Week 1: Jan 24-28	<b>Introduction to lab</b>	Meet in Lab
Week 2: Jan. 31-Feb 4	<b>Introduction to Hypotheses and Experimental Design; Begin Competition Study</b>	Meet in Lab
Week 3: Feb. 7-11	<b>Population growth and wolves of Isle Royale</b>	Meet in Computer Lab
Week 4: Feb 14-18	<b>Reading a Scientific Paper; Summarizing Sections of a Scientific Paper</b>	Meet in Lab
Week 5: Feb. 21-25	<b>Library Exercise; Making an argument in a Scientific Introduction</b>	Meet in Library for half and in Lab for half
Week 6: Feb. 28-Mar. 4	<b>Species Concept</b>	Meet in Lab
Week 7: Mar. 7-11	<b>Keystone Predator</b>	Meet in Computer Lab
Week 8: Mar. 14-18	<b>Intermediate Disturbance Hypothesis</b>	Meet in Computer Lab
Week 9: Mar. 21-25	<b>Spring Break</b>	Spring Break
Week 10: Mar. 28-April 1	<b>Conclude greenhouse experiment. Graphing in EXCEL.</b>	Meet in Lab
Week 11: April 4-8	<b>TBD</b>	TBD
Week 12: April 11-15	<b>Biotic index for assessing water quality of Plover River</b>	FIELD TRIP: Plover River
Week 13: April 18-22	<b>Data analysis and interpretation of aquatic invertebrates</b>	Meet in Lab
Week 14: April 25-29	<b>Community structure, diversity, vegetation, and litter invertebrates. Final Papers Due.</b>	Meet at Schmeckle Reserve
Week 15: May 2-6	<b>Processing Invertebrates, Data Analysis, and Interpretation of Biotic Diversity</b>	Meet in Lab
Week 16: May 9-13	<b>Lab Final.</b>	Meet in Lab

## Grading Policies

### Graded Course Activities

Lecture 60%

Lab 40%

Quizzes and Activities	20 points
CT 4/Library Exercise	30 points
Attendance/Participation	50 points
CT 5A and B/Lab Report	100 points
Final Exam	100 points
<b>TOTAL</b>	<b>300 points</b>

## Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- download and upload documents to Canvas
- read documents online
- view online videos
- complete quizzes/tests in person and/or online

## Participation

Students are expected to participate in all graded course activities.

## Complete Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given except under extreme circumstances.

## Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up exams or quizzes. For assignments ten percentage points (10% of total possible grade) will be deducted for each day your work is late.

## Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your scores.

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total

points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

**Important Note:** It is possible that a curve could be applied at the end of the course. The curve would not move anyone into a lower Letter Grade category.

## Course Policies

### Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course in the event that we shift to online instruction:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.

- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. *Journal of Online Learning and Teaching*, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

## **Handling Online Materials and Class Recordings if Necessary**

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students also may take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record our lectures without our permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students also are prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructors' express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

## **Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates

and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

## **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a personal or family emergency that hinders you from completing the class by the end of the semester. All incomplete course assignments must be completed by the following semester.

## **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu).

### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

## **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## **UWSP Academic Honesty Policy & Procedures**

### **Student Academic Disciplinary Procedures**

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Masking Policy**

Until further notice from UW-System and/or UWSP, face coverings must be properly worn indoors as well as on University transportation. You may not enter a classroom or remain in a classroom without a properly worn face covering. Failure to comply with this policy is considered student



misconduct. Any exemptions must be cleared with DATC and communicated with the instructor prior to the start of class.

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.