NRES 775 Forest Health Management
Spring 2022 Syllabus

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Office Hours: Tuesdays 10-11am, Wednesdays 12-1pm, by appointment, or just stop in! Zoom office hours also available, see Canvas site for Zoom link.

This Forest Health Management course is an integrated course designed to help students identify and understand the biotic and abiotic influences on forest ecosystem health, and what management options are available to help achieve landowner goals and objectives.

Course learning outcomes:
After successful completion of this course, students will be able to:
1. Define and discuss concepts of forest and ecosystem health.
2. Understand and explain interactions between insects, pathogens and tree hosts in various forested environments.
3. Synthesize the biology, ecology, history, impacts and management of exotic and invasive species (including insects, diseases and plants) in the students' region of interest.
4. Describe how forest health management may differ based on landowner goals and objectives.
5. Explain how future exotic and invasive species can be avoided or managed in forested environments.
6. Understand forest health-related employment opportunities related to student interests.

RESOURCES FOR THIS CLASS:
We will not be using a textbook for our course. I will assign readings to accompany lecture and discussion topics; readings will be posted in Canvas. Readings will be taken from scientific literature, newsletters, and other relevant material.

INSTRUCTOR EXPECTATIONS:
I will provide you with the most up-to-date information and resources on forest health, forest pathology, and related issues that I can. I want you all to succeed and feel confident in applying the material we cover during class. My expectations of you include professionalism, respect for your instructor and classmates, willingness (and even excitement!) to learn new material, inquiry, open-mindedness and academic integrity. Since this is a fully online course, I expect that you thoroughly and thoughtfully participate in class discussions and let the instructor know asap if there is a problem or issue that needs to be resolved. In the end, your effort will determine how much you take away from the course.

CANVAS:
We will be using the Course Management System, Canvas. Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas. Lecture powerpoints, readings, grades, announcements, and all other course information will be posted on our course Canvas page.

*All material posted in Canvas is the intellectual property of Dr. Holly Petrillo and may not be distributed without consent.

Evaluation type:	% of grade	Mean Score	Letter Grade	Mean Score	Letter Grade
Weekly Discussions	20%				
Forest Health Practitioner Interview	15%	>/=92.5	A	79.4-77.5	C+
Dueling paper reviews	15%	92.4-89.5	A-	77.4-72.5	C
Sick tree scavenger hunt & diagnosis	20%	89.4-87.5	B+	72.4-69.5	C-
Student Project & Presentation	30%	87.4-82.5	B	69.4-67.5	D+
		82.4-79.5	B-	67.4-59.5	D
				<59.5	F

Weekly Discussions
Each week there will be a discussion forum on a different topic. Each student is expected to create one original comment, and at least two replies to other students, during each week's discussion. You are welcome to pose your own questions and discuss these as well.

Forest Health Practitioner Interview
Each student will choose a forest health practitioner in their region (or region of interest) and interview them to find out information about their job. The instructor may assist students in finding a suitable practitioner. Students will develop a set of 5-10 interview questions, and both practitioner and questions will be approved by the instructor; practitioner and name need to be turned in by February 7. Interviews can be completed over email, phone, Zoom, etc. After the interview, students will write a 1-2 page summary of the interview. Interviews will be shared with the class for all to read.

Sick tree scavenger hunt & diagnosis
This assignment will involve searching for, photographing and providing a diagnosis for sick trees in your area.

Dueling paper reviews
Two times during the semester, each student will choose a forest health-related topic, and find (at least) two peer-reviewed journal articles that present contrasting viewpoints on the topic (at least one journal article from each viewpoint). Students will write a short (1 page) assessment of the papers, summarizing the issue and deciding which made a better case.

Student Final Project & Presentations
Each student will complete a final project and present their project to the class during the last week of class. The purpose of the project is to inform the public about an important forest health issue in their region of interest. Each project will be tailored to each student's interests. During the last week of class, students will record and present their project to the class, and class members will provide feedback.
Required components:
1. Written description of the forest health issue
2. Management recommendations and how this issue is being addressed
3. What the public can do to help with this issue

WEEKLY SCHEDULE (Tentative and subject to change; please see Canvas for most updated course material)

Week 1	Course & student introductions; What is forest health? DUE: Discussion 1 & 2
Week 2	Damage Diagnosis DUE: Forest Health Practitioner Interview: Practitioner and interview questions Discussion #3
Week 3	Focus on insects DUE: Final Project topic approval due DUE: Sick tree scavenger hunt & diagnosis Discussion #4
Week 4	Focus on diseases DUE: Dueling paper #1 Discussion #5
Week 5	Focus on plants DUE Forest Health Practitioner Interview Summary Discussion #6
Week 6	Forest Health Case Studies DUE: Dueling paper #2 Discussion #7
Week 7	Forest health & climate change DUE: Final student presentations & final projects Discussion #8
Week 8	Watch & read student projects DUE: Feedback for final projects Discussion #9

UWSP COMMUNITY RIGHTS AND RESPONSIBILITIES
UWSP values a safe, honest, and respectful learning environment. To ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors called the *Rights and Responsibilities* document, which can be found at http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx
Academic integrity is essential to the University mission and success in life. Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated. Do not do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. See "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document (http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf). Trust between students and instructors is of paramount importance in academic settings. Academic dishonesty will not be tolerated in the classroom (e.g., cheating on exams) or in research efforts (e.g., any lab or other assignments). Students found cheating will be punished to the fullest extent that University policy permits.

AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations to students with disabilities. More information about UWSP's policies can be found at
http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf
Students with disabilities requiring accommodations should contact the Disability and Assistive Technology Center (Rm. 609, Learning Resource Center; (715)346-3365 during the first three weeks of the semester. If an accommodation is granted by the Disability and Assistive Technology Center, an accommodations request form should be provided to and discussed with the instructor. I ask that any accommodations request be brought to my attention at least one week prior to the need for accommodation, or as soon as it is practical to do so. I will be happy to assist in any way that I can.