

SYLLABUS

CATALOG DESCRIPTION:

Impact of agriculture, urbanization and other human land uses upon California coastal wetlands with emphasis on current environmental problems and controversies. State public agencies concerned with vital environmental problems and analysis of current environmental legislation. Prerequisite: ENVS 1 or consent of instructor. Ideally however, it would be best if you first had ENVS 10, 100W, and 117. **May be repeated for a maximum of 8 units.**

COURSE OBJECTIVES & HOW THE COURSE WILL OPERATE:

I have recently finished a new manuscript about *California Coastal Wetlands*. The manuscript, if and when published into a book, is designed for the general public, especially conservationists, birders, hikers, kayakers, photographers, and open-space managers. The goal of the book is to help conserve wetlands through environmental education (i.e., public awareness). Students in this class are given the same assignment that I gave myself—same topic, same outline, same level of detail. The difference is that my wife and I (and 2-3 Shih-Tzu's) traveled the entire state of California for over **6 years**, investigating **15 counties and the S.F. Estuary**; you will be working in county research teams (e.g., 4-5 students assigned to Humboldt County) and have **3 months** to investigate just **1 county's wetlands**. Each team then provides feedback in seminar style to the class (i.e., we all teach and learn from each other). This is not your typical sit back, listen to a lecture, take an occasional note, prep for some exams, and write a simple 'Internet-Cut-and-Paste' term paper. Those that have tried that have failed.

QUESTIONS YOU NEED TO ASK YOURSELF BEFORE ENROLLING:

(1) Are you an *academically mature student* (undergrad or grad) that likes direction, but doesn't need your hand held through every step of the process? (2) Are you willing to get into your car and *travel at your own expense*, with a friend or family member to a designated coastal wetland, then explore it, photograph it, interview some officials about it, and report your findings (orally and in writing) back in seminar to the project team? (3) Since some of these sites will mean an overnight stay for 1-2 nights, are you willing to *camp or "motel-it" (at your own expense)* at a nearby accommodation so that you can at least be at the site for two-three days? The best days to be on site are mid week because you won't find any agency people working on weekends. (4) Are you interested in coastal issues, particularly wetlands, and *enjoy getting outdoors*, away from the computer screen? (5) Do you like to walk and photograph a piece of land? (6) Do you like to do the *detective investigative work* (kind of like being a CSI Investigator) of finding out what you can learn from related topographic maps, historical photographs, and current aerial photographs? (7) Do you like the idea of being *part of a research team* working on an important conservation topic? If you answer "Yes" to most of these questions, then ENVS 144 is for you! If the answer is "No," then I suggest you talk to your advisor about getting another class.

STATEMENT REGARDING REQUIRED HOURS FOR A 4-UNIT, IN PERSON

COURSE. At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a 4 unit course, you can expect to spend a minimum of **8 hours per week** completing class-related assignments in addition to the in-person class meeting. For additional details, see file "*University Guidelines for Units/Workload*" on my *faculty web page*. Fortunately for students, the where, when, and how you put in those hours is based on your own personal family, work, and job schedule. In other words, the geographic location you choose to travel to (e.g., San Diego County), the day and number of times you must visit to accomplish your research (generally 2-3 times) is based on your success rate at accomplishing your chosen goal.

STATEMENT REGARDING DISABILITY: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building

must be evacuated, please make an appointment with the Accessible Education Center (AEC). Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. *[If you are aware of a disability now, register within the first three weeks of class. Do not wait until an assignment is due].*

RECOMMENDED COURSE:

ENVS 144 is an excellent course for undergraduate and graduate students pursuing an **environmental restoration, wildlife resource management, water quality, open space & recreation, environmental education, or coastal resource management** focus in the ENVS Department. The course is also strongly recommended for any student or general citizen that lives in California and has an interest in learning about [and hopefully working towards conserving/preserving] California's coastal environmental wetland heritage. It is also recommended for anyone interested in **nature and conservation photography**, because it provides you an opportunity to get out and further refine your photographic skills.

REQUIRED MATERIALS:

- (1) California Coastal Commission. 2003 (6th edition). *California Coastal Access Guide*. Berkeley: University of California Press. (Only 1 student in each county group needs to purchase this book)
- (2) Turabian, Kate. 2008 (8th edition). *A Manual for Writers of Term Papers, Theses, and Dissertations*.
- (3) Files on my web page: <http://www.sjsu.edu/people/gary.klee/courses/>

RECOMMENDED RESOURCES:

- (1) Spray, Sharon L. & Karen L. McGlothlin. 2004. *Wetlands*. New York: Rowman & Littlefield Publishers.
- (2) California Coastal Commission. 1987. *California Coastal Resource Guide*. Berkeley: University of California Press.

EVALUATION:

- A. **Seminar Performance (Oral) = 50%**
[Includes **daily participation & serious interaction** with your county group; **daily** reports on your progress; and oral presentation of the final project. I give bonus points to students that find errors in my work; likewise, I take off points for students that are not daily participating with their teammates in class. My T.A. will be keeping a record of this.]
- B. **County Project (Written) = 50%**
[Components written as a team (e.g., Introductory Pages) will receive the same grade; components written individually (e.g., Manuscript Pages) will be individually graded. All must be of professional quality, and according to the latest edition of Turabian: A Manual for Writers, and all course files and handouts.]
- C. **Other Important Factors** = The points from items "A" and "B" are first subtotaled. Then, I may (or may not) raise or lower the original points based on the following:
 1. Your **group's self evaluation** of each other.
 2. **My own evaluation of such important intangibles** as your attitude, improvement over the semester, initiative, motivation, dependability, and ability to work with fellow colleagues. In other words, I'm always asking myself . . .
Would I want to work with you as a colleague; would I write you a letter of recommendation if requested; and would I offer you a job if I had a chance???
- D. **REQUIRED** Elkhorn Slough Kayak Field Trip (Approx. price \$27.00). ONE LETTER GRADE OFF YOUR **TERM GRADE** FOR NOT ATTENDING. An extra written assignment may be substituted for those not wishing to kayak the slough. An extra written assignment will be required if you miss the trip for any reason. **Date of the trip:** _____(TBA); **Time:** _____(TBA).

A SPECIAL CAUTIONARY NOTE ABOUT PARTICIPATION:

In seminars (whether graduate or undergraduate level), one simply does not arrive late nor miss class. Furthermore, participation means “engaging” in the class discussion, not simply attending class. While I cannot fire you the way your boss could, I can definitely fill out your "Seminar Performance Evaluation Sheet" accordingly. More importantly, your performance in EnvS 144 will determine whether I write, or not write, a *letter of recommendation* on your behalf for a job.

STATEMENTS REGARDING PLAGERISM: See “*Addendum to all Course Syllabi*” on my faculty web page.

OFFICE HOURS:

Office: WSQ: 115A; Voice Mail: (408) 924-5455; E-Mail: Kleegary@comcast.net. PLEASE USE E-MAIL, NOT THE PHONE. IF YOU USE E-MAIL, I'LL GET BACK TO YOU WITHIN 24 HOURS, OR I'LL BUY YOU A CUP OF COFFEE. Office Hours: TBA: _____; There is a sign-up sheet on my office door; please plan your visits (i.e., sign up a week or two in advance). Note: If no one is signed up for the office time in advance, I often leave and work on other things.

COURSE OUTLINE

Mon. 2/1	Introduction A. Course description (Power Point Presentation) B. Pare down class if needed C. Discussion of what is due next session
	[Students: Print out <u>all</u> files on my 144 web page or bring your laptop to class <u>daily</u> . Your choice!] [Gary: Bring laptop and cords]
Wed. 2/3	PART I WETLAND BOOK PROJECT DISCUSSED IN MORE DETAIL A. Due Today: Cards with photos (2 bonus points today only) B. Explain Course Objective & Assignment in greater detail.
Mon. 2/8	PART II COUNTY TEAMS PERMANENTLY ASSIGNED AND PROJECT DISCUSSED [AFTER THIS DAY, YOU SHOULD IMMEDIATELY START GOING TO YOUR WETLAND]
Wed. 2/10	PART III PROGRESS REPORTS & STRATEGY SESSIONS [During Part III, the class meets every day unless otherwise indicated. You'll be meeting and working in your groups. I'll be going around answering questions. <u>Attendance/participation is absolutely necessary for a successful project</u> (i.e., poor attendance/participation with your county classmates = a "D" or "F" Group Project). DUE: (1) National Wetland Inventory Map (2) California Coastal Project Photo
Mon. 2/15	Discuss Introductory Pages & Introductory Page References
Wed. 2/17	Discuss Line Drawing
Mon. 2/22	Discuss Emphasized Wetland and Associated Reference Pages
Wed. 2/24	Discuss Maps & Personal Photographs
Mon. 2/29	DUE: (1) Introductory Pages (2) Introductory Page References (Hard copies; not viewing on your laptop)
Wed. 3/2	DUE: Line Drawing (Actual hard copy; not viewing on your laptop)
Mon. 3/7	DUE: All Wetland Maps (Actual prints, not viewing on your laptop)
Wed. 3/9	DUE: All personal photo prints to be used in your emphasized wetland (Actual prints; not viewing on laptop).
Mon. 3/14	DUE: Cross checking of (1) Intro Pages; (2) Intro Page References; (3) Line Drawing; (4) All Maps (5) Personal Photo Prints.
Wed. 3/16	DUE: Key Contacts Page
Mon. 3/21	DUE: Appendix and Appendix References

Wed.
3/23 [Turabian, plagiarism & Write-Check.com discussion]. Bring your Turabian book

Monday 3/28 through Friday 4/1: SPRING BREAK

Mon.
4/4 **DUE: Your completed Emphasized Wetland & References for review**

Wed.
4/6 **DUE: Your Separate Primary Binder (With Everything Including CDs)**

Mon.
4/11 **DUE: Your Separate Accumulated Data File Binder; LAST DAY TO ASK ME ANY QUESTION REGARDING THE PREPARATION OF YOUR PROJECT**

Wed.
4/13 LAST MINUTE SCRAMBLING: NO CLASS

Mon.
4/18 LAST MINUTE SCRAMBLING: NO CLASS

Wed.
4/20 *******ALL PROJECTS DUE WITHIN THE 1ST 5 MINUTES OF CLASS*******
[CLASS MEETS AT THE BLUE TABLE IN WSQ 115]
*******ONE LETTER GRADE OFF PER DAY (INCLUDING WEEKDAYS AND HOLIDAYS) FOR LATE PROJECTS*******

Mon.
4/25 **PART IV COUNTY PRESENTATIONS**

County #1 _____; Students: (1) _____; (2) _____
(3) _____; (4) _____

Wed.
4/27 County #2 _____; Students: (1) _____; (2) _____
(3) _____; (4) _____

Mon.
5/2 County #3 _____; Students: (1) _____; (2) _____
(3) _____; (4) _____

Wed.
5/4 County #4 _____; Students: (1) _____; (2) _____
(3) _____; (4) _____

Mon.
5/9 County #5 _____; Students: (1) _____; (2) _____
(3) _____; (4) _____

Wed.
5/11 **PART V. ANALYSIS & CONCLUSION**

A. Potluck Party & Entertainment (County's 1, 2, & 3 provide the food & beverage)
[Each student gives a 90 sec. summary "Take Home Message" about their wetland (e.g., what is unique about your site in terms of environmental issues or conservation strategies, etc.)]

Mon.
5/16 B. Potluck Party Period of Reflection (County's 3 & 4 provide the food & beverage)
1. Group self evaluation
2. Course unofficial evaluation

******HOPE YOU ENJOYED THE ADVENTURE; I SURE DID!******