

# Florida Ecology, Natural History, and Conservation (PCB 4353)

## Fall 2021, Section 0M01, 3 credits

**The course calendar can be found at the end of the syllabus**

**Instructor:** Dr. Gregg Klowden (pronounced "Cloud - in")

**Office Hours:** Where: on Zoom on Webcourses; When – Mon 2:00-3:00p, Tue 4:00-5:00p, Thurs 2:30-4:30p, or by appointment

**E-mail:** You may contact me via (A) the email inside Webcourses or (B) your Knights email at [gklowden@ucf.edu](mailto:gklowden@ucf.edu)

I receive a large volume of emails from several courses. To help me help you, you must include:

- + A subject with (A) the course name (FL Ecology) and (B) a brief description of your question (e.g. FL Ecology – Question about swamp lecture)
- + Your first and last names in the message body
- \* If your message does not conform to the above guidelines, it may go unanswered or be delayed
- \* Due to confidentiality, I will only reply to questions emailed within Webcourses or from your Knights email.
- \* I will try to respond to emails within 48 hours however, response time may be greater.
- \* Please plan accordingly by not waiting to the last minute to contact me with questions or concerns.
- \* Questions about grades must be discussed during office hours or using the Webcourses email.

**In-person Class Times:** Tuesdays 2:00 pm -3:15 pm in BIO 209

**Course Prerequisite:** Principals of Ecology (PCB 3044C) with a grade of C or better

**Intended Audience:** Advanced Biological Science majors & minors.

### Course Description:

General ecology, habitats, vegetation types, wildlife, and conservation issues of Florida. We will explore the diverse ecology that characterizes Florida and differentiates this region from any other area of the continental United States. In this course we will apply basic ecological principles to Florida's major natural ecosystems (e.g. pine flatwoods, sandhill, scrub, freshwater and salt marsh, wet and dry prairie, cypress, mangrove, and hardwood swamps, estuaries, dunes, beaches, and the ocean) and associated wildlife (emphasizing amphibians, reptiles, mammals and birds), ranging from the north Florida flatwoods south to the Florida Everglades and Keys. Additionally we will discuss how people have impacted the environment and current challenges to resource management and conservation of the region. Supporting topics may include natural fire cycles, fire-mediated succession, invasive exotic plants and animals, effects of roads on wildlife, and conservation policies, land preservation and management both past and present.

### Course Goals:

After successfully completing this course, students will be able to:

- Define, apply, & use ecological principles to explain processes affecting the distribution & abundance of plants & animals in FL;
- Identify the main biological and physical features of some of Florida's ecosystems;
- Explain ongoing debates of environmental issues affecting Florida and analyze different views regarding how best to protect and/or restore the Florida environment.
- Determine if and how various economic and recreational human activities may be affecting the ecology and/or wildlife of Florida;

### Required Resources:

- Text: There is not a text for this course.

+ Hardware: Desktop or laptop computer, stable internet connection, web camera, microphone

+ Software: Webcourses@UCF supported web browser, Zoom\*, Microsoft 365\*, Adobe Acrobat\*  
(\*free download available for all students at <https://ucfapps.cloud.com>)

+ Webcourses: Lectures, announcements, assignments, grades, etc. will be made available at this site.

+ Zoom: Office hours will be held on Zoom. Zoom can be accessed via your mobile phone, tablet, desktop or laptop computer

**Technical support:** <https://www.ucf.edu/online/student-resources/ucf-it-support/> or: <https://cdl.ucf.edu/support/webcourses/>

Performance Evaluation:	Proportion of grade	
+ Academic Activity assignment		= 2%
+ Exams		= 64%
• Best exam grade	= 20%	
• Middle 2 exam grades (2 x 16%)	= 32%	
• Worst exam grade	= 12%	
+ Discussions		
• Online discussions (out-of class) (4 x 3%)	= 12%	
• In-class discussions (4 x 2%)	= 8%	
• Discussion summaries (4 x 3.5%)	= 14%	
		100%

### Grading:

#### Scale:

A	93.0 – 100%	B+	87.0 - 89.99%	C+	77.0 - 79.99%	D+	67.0 - 69.99%	F	0 - 59.99%
A-	90.0 - 92.9%	B	83.0 - 86.99%	C	73.0 - 76.99%	D	63.0 - 66.99%		
		B-	80.0 - 82.99%	C-	70.0 - 72.99%	D-	60.0 - 62.99%		

### Calculating your grade:

Since grade proportions for each exam vary (best vs worst grade), it is not possible for Webcourses to calculate grades. Because it would be inaccurate, the total grade % in Webcourses is not visible. To easily calculate or estimate your grade, I recommend that you use an online grade calculator such as the one at: [thegradecalculator.com](http://thegradecalculator.com)

### Grade Rounding Policy:

No matter where I set the limit, there will ALWAYS be someone who is close to the next grade. If I said I would round up grades that are 0.5% or closer to the next grade then the person that is 0.6% away would be sad. If I said I would round up grades that were 1% or closer, then the person that is 1.1% would be sad. Because of this, your overall semester grade will NOT be rounded. In other words, either you have the grade or you don't. In other words, a 79.99 is still a 'C+'. As there are many students in this class I strive for consistency and fairness. For this reason, there will be no exceptions to this policy and no other adjustments will be made (i.e. No additional curving or extra credit will be offered).

### Attendance and Participation Policies:

1. Attendance on activity days is required and you must be on time. If you are late your grade for the assignment for that day will be reduced. If you have an authorized absence, you will receive an alternate assignment. If you have an unauthorized absence, you will receive (a) a zero on the activity; (b) a 25% grade reduction on the Discussion Summary.
2. You must participate during in-class interactive discussions and other activities or you will not receive credit for the assignment.
3. If you have a valid, documented reason for missing a required class, you must provide Dr. Klowden with appropriate documentation from a competent authority (physician, coach, counselor, etc.). Falsified documentation will be dealt with according to university academic honesty policies. Acceptable absences include major illness, serious family emergencies, special curricular or professional requirements (e.g. attending a scientific meeting), court-imposed legal obligations, military obligations, certain religious holidays, and participation in official university-sponsored activities (e.g. intercollegiate athletics). For unforeseeable absences, documentation must be received within 3 days of your absence. When foreseeable, you must contact Dr. Klowden prior to the absence to make arrangements for completion of assignments. Excuses from relatives (including relatives who are doctors, dentists, attorneys, etc.) will NOT be accepted. Work-related absences will NOT be considered a valid excuse.
4. Excused absences do not excuse you from assignments. Discuss assignment make-up options with Dr. Klowden. While a make-up assignment or exam will be similar in difficulty to that assigned to the class, its content will differ.

### Exams

There will be four unit exams. Each will cover material since the last exam. While exams are not comprehensive, a working knowledge of previous material is expected and necessary to do well. Questions will pertain to lecture material only, not activities or discussions. Questions will be a mix of essay, fill-in-the-blank, and multiple choice, so a good understanding of the material is necessary to do well.

To be successful, you must be well-studied. If you do not know the material well, you may have trouble finishing the exam in the allotted time. If you are late, you may take the exam only if no one else has completed the exam. You will not be given additional time. Grades will be posted on Webcourses. Times for in-person review of exams will be announced.

### Makeup Exam Policy

Unexcused absence from an exam will result in a failing grade for the missed exam. If you have a valid, documented reason (see attendance policy above) for missing the exam, the makeup exam will be similar in difficulty to the original exam but will have different questions.

## Academic Activity Verification

To meet the registrar's requirement for documentation of your participation in this course, all faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the academic activity verification assignment in Webcourses by the deadline in the course schedule. Failure to do so may result in a delay in the disbursement of your financial aid.

## Out-of-class discussions

Several times throughout the semester you will be asked to read articles and participate in an online group discussion.

Initial comment – After completing the readings, you should post an initial comment which gives me a good indication that you read and considered all of the material. It must be at least 200 words in length. Note, you will not be able to see other people's comments until you first make your own posting.

Replies – After completing your initial comment, you should reply to at least 2 other people's position statements. Your replies should not just be brief "I agree" type statements but should be thoughtful and intended to inspire additional discussion. All replies should be respectful and professional.

Grading - You will be graded on following instructions and the quality of your comments and replies. Remember, simply doing the minimum will earn you at best a grade of C. So put thought into it and make your initial comment thorough and substantive, reply to more than 2 other comments, and reply to replies to keep the discussion going. Late submissions will not be accepted.

## In-class Discussions

Several times throughout the semester we will have in-class discussions. These will involve breaking into small groups to complete an assignment followed by a class discussion. In-class assignments must be turned in by the announced in-class deadline or will receive a grade of zero. Attendance on activity days is required and you must be on time. If you are late your grade for the assignment for that day will be reduced. If you have an authorized absence, you will receive an alternate assignment. If you have an unauthorized absence you will receive (a) a zero on the activity; (b) a 25% grade reduction on the Discussion Summary. You must participate during in-class discussions and other activities or you will not receive credit for the assignment.

## Discussion Summaries

Following the out-of-class and in-class discussions, you will need to write a follow-up discussion summary.

Summaries must be a minimum of 500 words (not including the Literature Cited) and should include all of the following:

- A. A summary of the arguments you and others made about the discussion topic. This must include intext citations (see below);
- B. Your final position and conclusion regarding the discussion topic. You must take a clear, unequivocal stance one way or another;
- C. State why you came to these conclusions.
- D. Total word count (e.g. Word count = 936). Can be easily counted in Microsoft Word. The literature cited should not be included.
- E. Literature Cited – An alphabetical list (by author) of all of the citations you reference in your discussion summary. Include assigned articles as well as citations for any papers or sources you used to further your arguments but which were not assigned. The specific citation format is up to you (e.g. APA, MLA, etc.) but all of your citations should be in the same format.

Your summary and opinions should clearly reflect that you read, considered, and incorporated information from:

- A. The original assigned readings;
- B. The in-class group activity;
- C. Additional assigned readings.

In-text citations:

You must include in-text citations (last name of author and publication year (not page number)) to back up your arguments. Most of these ideas will not be your own and you must give proper credit to the original author using a citation within or at the end of such sentences or paragraphs. In addition to the assigned articles, you may want to investigate the topic further by searching on [scholar.google.com](http://scholar.google.com) for other scholarly articles or using other credible sources (e.g. government agencies (e.g. U.S. Fish and Wildlife Agency), universities, etc.).

Examples:

- A. Research has shown that cats sleep 20 hours a day and will die with less (Howard 1990, Johnson and Lewis 1992).
- B. Johnson (1984) noted that...
- C. It was noted by Johnson and Lewis (1990) that...

Note: When an article has more than 2 authors, use "et al." following the last name of the 1<sup>st</sup> author (e.g. Johnson et al. 2000)

### \*\*\*Regarding Plagiarism and Quotations\*\*\*

All work should be in your own words. Remember, citations do not give you the right to directly copy the words of another person. Citations indicate that you have paraphrased the broad ideas of someone else. In other words you have expressed the meaning of what they said but are using different words to say it in another way.

Few or no direct quotations should be used. If used, quotations must be placed in quotes and the author cited. Quotes should NOT be considered in your word count (i.e. if you use any quotations, subtract these from your word count to get your accepted total)

Be extra careful about plagiarizing other's work. You must substantially alter the content, sentence structure and order of presentation of the material you are citing. All work submitted is checked for originality by Turn-it-in. Plagiarism will not be tolerated and will result in a failing grade for the assignment or course and referral to the university for further sanctions.

### Optional Book Review Assignment

This assignment is OPTIONAL. Due 12/3 at 11:59 pm submitted via Webcourses. If you choose to do this, it will be worth 4% of your total grade, replacing 4% of your lowest exam grade (making that one exam worth 8% rather than 12%). If you choose, pick a Florida ecology themed book from the approved book list at end of syllabus and write a summary report demonstrating that you read the entire book and your understanding and opinions of the book. Summaries should be 750 to 1000 words, no more, no less. Reviews should be for this class only and not a book used in another class. Summaries must be entirely your own work. Plagiarism will not be tolerated and will result in a failing grade for the course. I reserve the right to orally quiz you about the book if I suspect you have not read it.

Note – This is an optional assignment, not extra credit. However, like extra credit it can boost your grade. As opposed to extra credit, which can be neutral or help your grade, optional assignments can benefit your grade IF you do a good job but could hurt your grade if you do a poor job. If you choose not to do the assignment it will not affect your grade. I design it this way as a way to encourage you to take the assignment seriously and to do a good job and to avoid you turning in a hastily prepared assignment in hopes of getting a point or two. Do not be dissuaded. If you put in a reasonable effort, it is likely to help you out. Just don't blow it off.

### Academic Integrity:

Why should I care?

Beyond moral considerations, academic dishonesty diminishes the quality and value of a UCF education. If prospective employers, graduate schools, etc. have a poor perception of UCF, it undermines the value of your education and decreases your likelihood of advancement. If you are aware of academic dishonesty it is important to report it as quickly as possible. Otherwise you risk devaluation of your degree and hard work. Non-reporting is also considered academic dishonesty.

What should you do if you are aware of another student cheating?

You should contact Dr. Klowden <[gklowden@ucf.edu](mailto:gklowden@ucf.edu)> in private as soon as possible after the incident has occurred. Your reporting will remain confidential.

What is considered academic dishonesty?

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of the information.
- Changing words but copying the sentence structure of a source.
- Copying so many phrases from a source that it makes up a substantial part of your work, even if you give credit.

Plagiarized work is easily detected and university regulations on academic misconduct will be strictly enforced.

- Multiple Submissions: Submitting the same academic work more than once without written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>

### **Unauthorized Use of Websites and Internet Resources**

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

If you need assistance, I recommend you visit me during my office hours and make use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc.

If you are aware of others engaging in such activity or find materials from my classes posted on these sites, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

### **Unauthorized Use of Technology for Graded Work**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses. The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following are some examples of what is considered academic misconduct. This is certainly not an all-inclusive list and there are many other possible ways to be in violation.

- Taking a screen shot of an online assignment, posting it to GroupMe or WhatsApp, and asking for assistance.
- Answering, giving advice, assistance, or suggestions on how to complete an online assignment or assessment that is posted to GroupMe or WhatsApp.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.
- Gathering to take an online quiz or test with others and sharing answers in the process.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

### **Deployed Active Duty Military Students:**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **UCF Cares:**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, call 407-823-2811 to speak with a counselor at Counseling and Psychological Services 24/7 or call 911.

### **Knights Pantry**

The Knights Helping Knights Pantry is committed to serving UCF students by providing basic needs including food, clothing, and personal hygiene items to foster continued academic success and increase retention for students in need. Access to the Knights Pantry is reserved for UCF Students who present a valid Student ID upon entry. Students are limited to 5 food items per day. There is currently no limit for toiletries or clothing.

Location: Ferrell Commons, Room 7H - 101 // Phone: 407-823-3663 // Hours: Mon-Fri: 10am-6pm, Sat. 12pm-5pm

The Knights Pantry relies on the support of students, faculty, and staff. Donations of food, toiletries, or clothing (business professional or casual) can be dropped off at the Pantry in Ferrell Commons or to one of our many donation boxes around campus. Campus donation boxes can be found on the UCF Mobile app maps. In addition to tangible donations, the Knights Pantry accepts monetary donations to ensure food is available when demand is high. Also, the Pantry would not be able to keep its doors open without the help of student volunteers, so consider volunteering.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

## COVID-19 and Illness Notification

Students who believe they may have COVID-19 should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms can be found at: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

## In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## Resources used in the preparation of this course:

In addition to a great many peer-reviewed scientific journal articles, I consulted the following books to prepare the materials for this course. If you desire a deeper understanding of the concepts presented it is recommended that you read associated journal articles and books and discuss the concepts with your peers and/or with me.

- Whitney, E., D. B. Means, and A. Rudloe. 2014. *Florida's Natural Ecosystems and Native Species* (Vol. 1 FL Uplands, Vol. 2 FL Wetlands, Vol. 3 FL Waters). Pineapple Press. (OR the 2004 single volume "*Priceless Florida: Natural Ecosystems & Native Species*")
- Myers, R. L. and J. J. Ewel. 1991. *Ecosystems of Florida*. University of Central Florida Press. 765 pp.
- Florida Natural Areas Inventory [www.fnai.org](http://www.fnai.org)
- Ewel, C. E. and H. T. Odum. 1984. *Cypress swamps*. University of Florida Press. 472 pp.
- Mitsch, J. M. and J. G. Gosselink. 2000. *Wetlands*, 3<sup>rd</sup> edition. John Wiley & Sons, Inc. 920 pp.
- Barnett, C. 2007. *Mirage: Florida and the vanishing water of the Eastern U.S.* The University of Michigan Press. 240 pp.
- Davis, S. M. and J. C. Ogden (editors). 1994. *Everglades: the ecosystem and its restoration*. St. Lucie Press. 826 pp.
- Kruczynski, W. L. and P. J. Fletcher. 2012. *Tropical connections: South Florida's marine environment*. IAN Press. 492 pp.
- Odum, H. T., E. C. Odum, and M. T. Brown. 1998. *Environment and Society in Florida*. St. Lucie Press. 449 pp.
- Perry, J. and J. Greverus Perry. 1998. *The nature of Florida*. University of Georgia Press. 238 pp.
- Simberloff, D., D.C. Schmitz, and T. C. Brown. 1997. *Strangers in paradise: impact and management of nonindigenous species in Florida*. Island Press. 467 pp.
- Weisskoff, R. 2005. *The economics of Everglades restoration*. Edward Elgar Publishing Limited. 345 pp.
- White, G. L. 2010. *Conservation in Florida: its history and heroes*. The Florida Historical Society Press. 287 pp.

## Optional Book Review Reading List

Below is a list of Florida & southeastern US natural history & ecology themed books approved for the optional book review. If you prefer, contact me for approval of a book not on this list but it cannot be one you previously read or are reading for another course. All of these can be obtained for free through the UCF library. If they are not owned by UCF, submit an Interlibrary Loan request and you'll have it shortly thereafter.

- ✓ *A Stillness in the Pines. The Ecology of the red-cockaded Woodpecker* by Robert McFarlane (270 pp)
- ✓ *A Naturalist in Florida: A Celebration of Eden* by Archie Carr (306 pp)
- ✓ *So Excellent a Fish: A Natural History of Sea Turtles* by Archie Carr (302 pp)
- ✓ *The Florida Scrub Jay: Demography of a Cooperative- Breeding Bird* by G. E. Woolfenden & John W. Fitzpatrick (426 pp)
- ✓ *The Man Who Saved Sea Turtles: Archie Carr and the Origins of Conservation Biology* by Frederick Rowe Davis (312 pp)
- ✓ *The Everglades River of Grass* by Marjorie Stoneman Douglas (308 pp)
- ✓ *Cross Creek* by Marjorie Kinnan Rawlings (380 pp)
- ✓ *The Gulf* by Jack Davis (608 pp)
- ✓ *Cat Tale: The Wild, Weird Battle to Save the Florida Panther* by Craig Pittman (336 pp)
- ✓ *Strangers in Paradise: Impact & Management of Nonindigenous Species in Florida* by D. Simberloff et al. (479 pp)
- ✓ *Twilight of the Panther: Biology, Bureaucracy and Failure in an Endangered Species Program* by Ken Alvarez (501 pp)
- ✓ *Fire Ecology of Florida and the Southeastern Coastal Plain* by Reed F. Noss (336 pp)
- ✓ *Forgotten Grasslands of the South - Natural History and Conservation* by Reed F. Noss (336 pp)
- ✓ *Southeastern Grasslands: Biodiversity, Ecology, and Management* by JoVonn G. Hill (344 pp)
- ✓ *Cypress Swamps* by Katherine Carter Ewel and Howard T. Odum (473 pp)
- ✓ *The Swamp. The Everglades, Florida and the Politics of Paradise* by Michael Grunwald (480 pp)
- ✓ *The Economics of Everglades Restoration: Missing Pieces in the Future of South Florida* by Richard Weisskoff (345 pp)

- ✓ *Mirage: Florida and the Vanishing Water of the Eastern U. S.* by C. Barnett (256 pp)
- ✓ *Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future* by Tegeder and Noll (410 pp)
- ✓ *Illumination in the Flatwoods: A Season with the Wild Turkey* by Joe Hutto (280 pp)
- ✓ *The Living Dock* by Jack Rudloe (264 pp)
- ✓ *The Erotic Ocean* by Jack Rudloe (591 pp)
- ✓ *Florida Cowboys: Keepers of the Last Frontier* by Carlton Ward Jr. (264 pp)
- ✓ *Everglades patrol* by Tom Shirley (296 pp)

A few other books about Florida but not acceptable for the optional book review assignment:

- *A Land Remembered* by Patrick D. Smith (403 pp)
- *Paynes Prairie: The Great Savanna: A History and Guide* by Lars Andersen (174 pp)
- *Florida Wildlife Corridor Expedition* by Carlton Ward Jr. (160 pp)
- *The Wilderness Coast* by Jack Rudloe (262 pp)
- *Hell's Bay* by James W. Hall (334 pp)
- *Tale's of Old Florida* edited by Frank Oppel and Tony Meisel (477 pp)
- *Backcountry Lawman: True Stories from a Florida Game Warden* by Bob H Lee (256 pp)
- *Gladesmen: Gator Hunters, Moonshiners, and Skiffers* by Glen Simmons (224 pp)
- *Everglades Lawmen: True Stories of Game Wardens in the Glades* by James T Huffstodt (256 pp)
- *Cracker: Cracker Culture in Florida* by Dana M. Ste. Claire (256 pp)

**Final Note:**

The professor(s) reserve the right to change the syllabus and management of the class at any time during the semester. These changes will be announced in lecture and/or on Webcourses.

**"Unless someone like you cares a whole awful lot,  
nothing is going to get better. It's not."  
- Dr. Seuss**

**The course calendar is on the next page**

**TENTATIVE Course Calendar (subject to change)**

Week	Date	Topic	Assignment	Due Dates
1	Tu 8/24	Class Introduction Lecture 1 - Intro to Florida, its Climate, and Ecosystems		
	Online Lectures	Lecture 2 - Florida's Geological Origins Lecture 3 - Florida's Pre-human Biogeography	Academic activity verification - Initial comment	Fri 8/27 by 5:00p
2	Tu 8/31	Lecture 4 - Intro to Fire Ecology	- Follow-up replies	Mon 8/30 by 11:59p
	Online Lectures	Lecture 5 - Early Human Influences on FL Ecosystems Lecture 6 - Florida Soils		
3	Tu 9/7	<b>Exam 1 – Lectures 1-6</b>	<b>Exam 1</b>	
	Online Lectures	Lecture 7 - Uplands 1 - Pine Flatwoods Lecture 8 - Uplands 2 - Dry Prairies	Discussion 1 initial comment	Sat 9/11 by 11:59p
4	Tu 9/14	Activity 1	Discussion 1 replies In-class Activity 1	Mon 9/13 by 11:59p In-class
	Online Lectures	Lecture 9 - Uplands 3 - High Pine (Clayhill & Sandhill) Lecture 10 - Uplands 4 - Florida Scrub		
5	Tu 9/21	No in-person class this week – Finish Summary 1	Discussion 1 Summary	Tue 9/21 by 11:59p
	Online Lectures	Lecture 11 - Uplands 5 - Upland Temperate Hardwood Forests (Hammocks) Lecture 12 – Uplands 6 - Pine Rocklands, Rockland Hammocks, and the FL Keys		
6	Tu 9/28	<b>Exam 2 (Lectures 7-12)</b>	<b>Exam 2</b>	<b>In class</b>
	Online Lectures	Lecture 13 - Wetlands 1 - Wetlands Introduction		
7	Tu 10/5	No in-person class this week – Work on Discussion 2 initial comment		
	Online Lectures	Lecture 14 - Wetlands 2 - Freshwater Marshes Lecture 15 - Wetlands 3 - The Everglades	Discussion 2 initial comment	Fri 10/8 by 11:59p
8	Tu 10/12	Activity 2	Discussion 2 replies In-class Activity 2	Mon 10/11 by 11:59p In-class
	Online Lectures	Lecture 16 – Wetlands 4 - Wet prairies and Bogs Lecture 17 - Wetlands 5 - Freshwater Swamps		
9	Tu 10/19	No in-person class this week – Finish Summary 2	Discussion 2 Summary	Tue 10/19 by 11:59p
	Online Lectures	Lecture 18 - Wetlands 6 - Tidal Marshes Lecture 19 - Wetlands 7 - Mangroves		
10	Tu 10/26	<b>Exam 3 (Wetlands – Lectures 13-19)</b>	<b>Exam 3</b>	<b>In class</b>
	Online Lectures	Lecture 20 – Waters 1 – Beaches	Discussion 3 initial comment	Sat 10/30 by 11:59p
11	Tu 11/2	Activity 3	Discussion 3 replies In-class Activity 3	Mon 11/1 by 11:59p In-class
	Online Lectures	Lecture 21 – Waters 2 – Aquifers and Sinkholes		
12	Tu 11/9	No in-person class this week – Finish Summary 3	Discussion 3 Summary	Tue 11/9 by 11:59p
	Online Lectures	Lecture 22 – Waters 3 – Rivers Lecture 23 – Waters 4 – Lakes	Discussion 4 initial comment	Sat 11/13 by 11:59p
13	Tu 11/16	Activity 4	Discussion 4 replies In-class Activity 4	Mon 11/15 by 11:59p In-class
	Online Lectures	Lecture 24 – Waters 5 – Estuaries & Inshore Marine Habitats (sea grass, oyster bars, etc.)		
14	Tu 11/23	No in-person class this week – Finish Summary 4	Discussion 4 Summary	Tue 11/23 by 11:59p
	Online Lectures	None – Happy Thanksgiving	-----	-----

15	Tu 11/30	No in-person class this week		
	Online Lectures	Lecture 25 – Waters 6 – Coral Reef & sponge communities Lecture 26 – Waters 7 – The Gulf and the Ocean	Optional book review	Fri 12/3 by 11:59p
Final Exam	Tu 12/7 1:00***	Exam 4 (Waters – Lectures 20-26)	Exam 4	In class

\*\*\*NOTE the final exam is earlier than normal class