

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

Fall 2022, 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: When – Mondays 2:00p-4:00p, Thursdays 12:30p-3:30p, Fridays 11:00a-12:00p

How: By appointment only;

- To schedule an appointment, go to: https://calendly.com/dr_klowden/office_hours
- Appointments must be scheduled at least 2 hours in advance.

Where: On Zoom on Webcourses

- Go to the Office Hours page on Webcourses for the Zoom link (Must make an appointment first)

E-mail: You may contact me via (A) the email inside Webcourses or (B) your Knights email at 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.

Class Times: In-person: Tuesdays (and a few Thursdays) 12:30 pm -1:50 pm in BIO 209

Team meetings: Thursdays 12:30 pm -1:50 pm

- Every Thursday you should meet with your Team in the location of your choosing

Course Prerequisite: Principals of Ecology (PCB 3044) 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: Meetings & Office hours will be held on Zoom. Zoom can be accessed via your mobile phone, tablet, desktop or laptop

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		= 1%
+ Exams		= 60%
• Best exam grade	= 25%	
• Middle exam grade	= 20%	
• Worst exam grade	= 15%	
+ Podcast Outlines and partial scripts	(2 x 2%)	= 4%
+ Podcasts	(2 x 10%)	= 20%
+ Podcast Peer Reviews	(10 x 1.5%)	= 15%
		<u>100%</u>

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 70.0 - 76.99%	D 63.0 - 66.99%	
	B- 80.0 - 82.99%		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

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).

Lectures:

About $\frac{2}{3}$ of the lectures will be in-person and $\frac{1}{3}$ online. Online lectures will be posted as videos on Webcourses. While lecture attendance is not required, it is to your advantage to regularly attend in-person lectures, take additional notes, and ask questions. PDF copies of lecture PowerPoint presentations will be made available on Webcourses. It is recommended that you print these prior to attending or watching the lectures and take additional notes during lecture.

Out of respect for your peers, please do not disrupt class by being tardy. If this is unavoidable then you should sit near the door to reduce disruption to the class. All cell phones should be turned OFF (not on vibrate) before entering the classroom. Anyone texting during lecture or lab or using her/his computer, laptop, phone, watch, etc. for reasons not related to class will be asked to leave for the day.

Exams

There will be three 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.

Lecture Exam Policies:

1. All exam grades count towards your semester grade. No exam grades will be dropped.
2. You must bring:
 - a) a pencil
 - b) your UCF ID – note: failure to show your ID may result in a score of zero for the exam.
3. Scantrons will be supplied. You do not need to bring your own.
4. *Do not arrive late.* A late student will be allowed access to the exam only at the discretion of the instructor/proctors. Under no circumstances will extra time be allowed.
5. Prior to exams, all books, notes and bags must be stowed under your seat.
6. Cell phones must be turned OFF and stowed during the exam period.
7. Go to the restroom before the exam. You will NOT be allowed to leave the exam.
8. Bring tissues if you have a runny nose. You will not be allowed to leave the exam.
9. **You must print your PID number (not NID) on the scantron and question sheet. Be sure you know it!**
10. Grades will be posted on WebCourses and you will be informed when they are posted.
11. Review of exams will be in-person only. Dates/times will be announced. You are welcome to discuss exam questions with Dr. Klowden during online office hours, but will not be able to see your actual exam online.
12. If you would like to review your exam, this must be done before the next exam.

Missed Exam Policy:

1. Make-up exams will be provided *only* for students with a valid, documented reason for missing an exam or other 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). Excuses from relatives (including relatives who are doctors, dentists, attorneys, etc.) will NOT be accepted. Work- or travel-related absences will NOT be considered valid excuses (e.g. "I had to cover someone else's shift", "my parents booked airplane tickets").
2. When foreseeable, you must contact Dr. Klowden prior to the absence to make arrangements for completion of assignments.
3. For unforeseeable absences, you must contact Dr. Klowden within 24 hours after missing the exam and provide *documentation signed by a doctor, police officer, judge, coach, etc. within one week.*
4. Make up exams will have different questions than the original exam but will be of similar difficulty.
5. Unexcused absence from an exam will result in a failing grade for the missed exam.

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.

Podcast Project

Your podcast should be focused around conservation issues associated with your ecosystems. Each episode should be about one or more conservation issues in a specific Florida ecosystem. And the 2 episodes should each be about different Florida ecosystems. Conservation issues may associated with biotic components of the ecosystems (i.e. plants, animals, fungi, microbes) or abiotic components (e.g. soil, water). Your episodes should be story-like in structure. In addition to describing an issue, each episode should include conservation actions that are being undertaken in response to these issues. You may also want to include some initial background about the ecosystem where appropriate. You should include information from scientific journal articles and other reputable

sources. You may include clips from interviews or seminars (e.g. TED Talks, etc.) given by experts or you may interview experts on your own and include these clips. You may include differing opinions, but ultimately, you must ground the conversation in scientific reality.

- Must make 2 episodes about conservation issues associated with 2 different Florida ecosystems
- Each episode should be 14-16 minutes
- Each episode should stand on its own however, you can connect them with an overall theme.
- May be audio only or have a video component (video podcast, vcast).
- Must be submitted to YouTube

Complete instructions for this assignment are available on Webcourses.

Teams:

You will be developing your podcasts in small teams of 3-4 people. You will have the same team for all 3 episodes. Team membership will be randomly assigned. Team composition may not be changed.

A note about working in teams:

While the dynamics of team work can be challenging, it offers many advantages including reduced workload and more effective partitioning of individual interests and abilities. Working well in a team is a skill that will benefit you in your professional life. Please try to act professionally and work out your issues amongst yourselves. If this is not possible then please talk to me early and do not wait for the issue to fester. I expect that you will partition the work equally and no one will do more or less than his/her share. You will have the opportunity to anonymously evaluate your team member's adherence to this guideline in the contribution statements submitted several times throughout the semester. If it is clear that an individual is not playing nicely, their grade may be reduced.

Team meetings:

Thursdays of each week are reserved for team meetings. You may meet as a team in a single location (library conference rooms are an excellent option) or may meet via Zoom, etc. It is expected that you will attend your team's weekly meeting during the scheduled class period. You should not schedule other activities, including work, during this time period. If you do not attend scheduled team meetings, your grade on this assignment will be reduced accordingly. In some weeks, I advise that you meet with your team more often, and should schedule necessary meetings as needed to assure a successful outcome.

During class time and any office hours times (see above), Dr. Klowden will be available for consultation or questions to discuss ideas, clarify requirements, etc.. Please schedule a meeting as instructed above in the Office Hours section of the syllabus. When possible, the whole team should be present during these meetings.

Statements of Contribution:

Several times throughout the semester you must fill out a survey on Webcourses describing your project progress and team member contributions. I encourage all team members to participate equally, to balance the workload and work together to achieve a common goal. As reported anonymously by the other team members, any member who is not pulling his/her weight, not showing up to meetings, failing to communicate with their teammates, or who is unnecessarily dominating will have their grade reduced.

Failure to submit the statement of contribution on time will result in a 5% reduction PER DAY in your individual grade for the project.

Ecosystem signup

To reduce overlap among teams and increase the breadth of coverage, each team must sign up on Webcourses for 3 Florida Ecosystems. The deadline for your team to sign up is **Thursday 9/1 by 11:59 pm** but the earlier you do, the more likely you will get your first choice. You MUST discuss this as a team prior to signing up and come to a team decision. **If you sign up prior to coming to a team decision, you will receive a zero on this assignment.** If you have not signed up by the deadline, you will be assigned your ecosystems by Dr. Klowden.

Extra credit

The top 4 teams with the best podcasts will each receive extra credit added to your final course grades (#1 = +3%, #2 = +2.5%, #3 = +2%, #4 = +1%)

Podcast Peer Reviews

Following submission of each podcast, each student will be assigned to listen to and anonymously critically review 5 of your peer's podcasts. Late reviews will not be accepted for any reason. Complete expectations for reviews will be available on Webcourses.

Optional Book Review Assignment

This assignment is OPTIONAL. If you choose to do this, it will be worth 3% of your total grade, replacing 3% of your lowest exam grade (making that one exam worth 12% rather than 15%). 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> 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>.
- 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>.

COVID-19

COVID-19 can affect anyone, and the disease can cause symptoms ranging from mild to very severe. We know that certain things can make people more likely to get very sick with COVID-19. We also know that certain settings and activities can make you more likely to get infected with the virus that causes COVID-19.

Understanding the risk of COVID-19 for yourself and those around you can help you make informed decisions to keep yourself and other people safe and healthy. There are many ways your actions can help protect you, your household, and your community from severe illness from COVID-19. In addition to basic health and hygiene practices, like handwashing, to protect yourself and those around you, it is recommend that you:

- Stay Up to Date with COVID-19 Vaccines
- Wear an N95 or surgical grade mask when indoors or in crowded areas
- Get Tested for COVID-19 If Needed
- Follow Recommendations for What to Do If You Have Been Exposed
- Stay Home If You Have Suspected or Confirmed COVID-19
- Seek Treatment If You Have COVID-19 and Are at High Risk of Getting Very Sick
- Avoid Contact with People Who Have Suspected or Confirmed COVID-19

COVID-19 vaccines help your body develop protection from the virus that causes COVID-19. Although vaccinated people sometimes get infected with the virus that causes COVID-19, staying up to date on COVID-19 vaccines significantly lowers the risk of getting very sick, being hospitalized, or dying from COVID-19. CDC recommends that everyone who is eligible get a booster and stay up to date on their COVID-19 vaccines.

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 or Knights email about changes specific to this course.

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 or Knights email for any alterations to this course.

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 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 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.

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
- 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*, 3rd 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)
- ✓ *Red Cockaded Woodpecker: Road To Recovery* edited by Ralph Costa and Susan J. Daniels (744 pp)
- ✓ *Red-cockaded Woodpecker: Recovery, Ecology and Management* edited by David Kulhavy et al. (551 pp)
- ✓ *Moving Water: The Everglades and Big Sugar* by Amy Green (272 pp)
- ✓ *Looking for Longleaf: The Fall and Rise of an American Forest* by Lawrence S. Earley (336 pp)
- ✓ *Drying Up: The Fresh Water Crisis in Florida* Hardcover by John M. Dunn (304 pp)
- ✓ *Indian River Lagoon: An Environmental History* Paperback by Nathaniel Osborn (224 pp)
- ✓ *The World of the Salt Marsh: Appreciating & Protecting the Tidal Marshes of the SE Atlantic Coast* by Charles Seabrook (380 pp)
- ✓ *Science and the Greater Everglades Ecosystem Restoration* by National Research Council (276 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)
- *Longleaf, Far as the Eye Can See: A New Vision of North America's Richest Forest* by John C. Hall (192 pp)
- *Re-Engineering Water Storage in the Everglades: Risks and Opportunities* by Committee on Restoration of the Greater Everglades Ecosystem (223 pp)
- *Adaptive Monitoring and Assessment for the Comprehensive Everglades Restoration* by National Research Council (122 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**

TENTATIVE Course Calendar (subject to change)

(Week) Date	Location	Lecture Topic / Activity	Assignment	Due Dates
(1) Tu 8/23	In-person	Class Introduction Lecture 1 - Intro to Florida, its Climate, and Ecosystems Lecture 2 - Intro to Fire Ecology	• Verification activity - Initial comment	Fr 8/26 by 5:00p
Th 8/25	In-person	Lecture 3 - Pine Flatwoods Lecture 4 - Dry Prairies		
(2) Tu 8/30	In-person	Lecture 5 - High Pine (Clayhill & Sandhill)	• Verification activity - Replies	Mo 8/29 by 11:59p
Th 9/1	Team Mtg	Mandatory Team Meeting	• Ecosystem signup deadline	Th 9/1 by 11:59p
~~~	Online	Lecture 6 - Florida Scrub	***Team must agree b4 signing up!!!	
(3) Tu 9/6	In-person	Lecture 7 - Upland Temperate Hardwood Forests (Hammocks)		
Th 9/8	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 8 - Pine Rocklands, Rockland Hammocks, and the Florida Keys		
(4) Tu 9/13	In-person	Exam 1 (Intro and Uplands - Lectures 1-8)		
Th 9/15	Team Mtg	Mandatory Team Meeting		
~~~	Online	None		
(5) Tu 9/20	In-person	Lecture 9 - Wetlands Introduction	• Podcast 1 outline & partial script	Fr 9/23 by 11:59p
Th 9/22	Team Mtg	Mandatory Team Meeting		
~~~	Online	None		
(6) Tu 9/27	In-person	Lecture 10 - Freshwater Marshes		
Th 9/29	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 11 - The Everglades		
(7) Tu 10/4	In-person	Lecture 12 - Freshwater Swamps		
Th 10/6	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 13 - Tidal Marshes		
(8) Tu 10/11	In-person	Lecture 14 - Mangroves	• Podcast episode 1 • Contribution Statement 1	Mo 10/10 by 11:59p Tu 10/11 by 11:59p
Th 10/13	Team Mtg	Mandatory Team Meeting		
~~~	Online	None		
(9) Tu 10/18	In-person	Exam 2 (Wetlands – Lectures 9-14)		
Th 10/20	Team Mtg	Mandatory Team Meeting		
~~~	Online	None		
(10) Tu 10/25	In-person	Lecture 15 - Sinkholes, Aquifers and Springs	• Podcast peer review 1	Mo 10/24 by 11:59p
Th 10/27	Team Mtg	Mandatory Team Meeting		
~~~	Online	None		
(11) Tu 11/1	In-person	Lecture 16 - Rivers	• Podcast 2 outline & partial script	Th 11/3 by 11:59p
Th 11/3	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 17 - Lakes		
(12) Tu 11/8	In-person	Lecture 18 - Beaches and Dunes		
Th 11/10	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 19 - Estuaries introduction		
(13) Tu 11/15	In-person	Lecture 20 - Inshore Marine Habitats	• Optional book review	We 11/17 by 11:59p
Th 11/17	Team Mtg	Mandatory Team Meeting		
~~~	Online	Lecture 21 - Coral Reefs		
(14) Tu 11/22	In-person	Mandatory Team Meeting	• Podcast episode 2 • Contribution Statement 2	Tu 11/22 by 11:59p We 11/23 by 11:59p
~~~	Online	None – Happy Thanksgiving		
(15) Tu 11/29	In-person	None – Study Day		
Th 12/1	In-person	Exam 3 (Waters – Lectures 15-21)		
Finals Week	No final exam		• Podcast peer review 2	Th 12/8 by 1:00p