

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

## Fall 2023, Section 0M01, 3 credits

**The course calendar can be found at the [end of the syllabus](#)**

**Class Times:** In-person: Tuesdays and Thursdays 1:00p -2:20p in BIO 209

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

**Office Hours:** When – Mondays 1:00p-4:00p & Fridays 10:00a-1:00p

How: By appointment only:

- To schedule an appointment, go to: [https://calendly.com/dr\\_klowden/office\\_hours](https://calendly.com/dr_klowden/office_hours)
- Appointments must be scheduled at least 24 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 UCF 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 UCF 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.

**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: 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	= 54%
• Best exam grade	= 21%
• 2 <sup>nd</sup> best exam grade	= 18%
• Worst exam grade	= 15%
+ Podcasts	= 33%
• Outlines & partial scripts (2 x 2%)	= 4%
• Podcast	= 23%
• Peer Reviews (3 x 2%)	= 6%
+ Discussions (3 x 4%)	= $\frac{12\%}{100\%}$

## 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 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](http://thegradecalculator.com)

### Grade Rounding Policy:

No matter where I set the limit, there will ALWAYS be someone closer 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:

All lectures are in person and will not be posted online. 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 either print these prior to attending or have them available on your computer so you may take additional notes during lecture. Students who take notes have been shown to better understand the material and perform better on exams.

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 on subsequent exams. 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. Exam review is not permitted via Zoom.

### 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 arrange for completion of assignments. For such foreseeable absences, you must inform Dr. Klowden of this anticipated absence within the 1<sup>st</sup> 10 days of the semester or you will not be eligible for an authorized absence.
3. For unforeseeable absences, if possible, contact Dr. Klowden prior to the absence. If not possible, 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

During the semester, you and a small team will create 2 podcast episodes focused around conservation issues associated with 2 Florida ecosystems. Your primary goal is to teach the general public about Florida conservation issues. You should introduce the audience to issues and concerns that they are likely unaware of, get them to think, and give them ideas about how they can be part of the solution rather than the problem.

Each episode should be about one or more conservation issues associated with a specific Florida ecosystem and the 2 episodes should each be about different Florida ecosystems. Conservation issues may be 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. To set the stage, you should include some initial background about the ecosystem (e.g., general description, location, unique qualities, etc.). You should then summarize the major conservation issues and focus in on 1 or 2 specific issues. In addition to describing an issue, you should include conservation actions that are being undertaken in response to these issues and ways in which the audience can get involved. Ultimately your goals should be to inform, educate, and inspire conservation action.

The information on which your podcasts are based should be gathered from reputable sources such as scientific journal articles, government agencies (e.g., US Fish and Wildlife, Florida Conservation Commission), universities, 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. Interview clips should be used to compliment your script and should not be the dominant portion of the podcast.

The general requirements are:

- Must make 2 episodes about conservation issues associated with 2 different Florida ecosystems.
- Each episode should be 12-15 minutes.
- Each episode should stand on its own however, you can connect them with an overall theme.
- You should include information from scientific journal articles and other reputable, high-quality sources.
- Must cite your sources.
- All team members must participate as hosts in both podcasts. There may be one or two people that are more prominently featured, however everyone should play a meaningful part.
- Must be audio only (no vcasts), though 2 or more pictures should accompany the final YouTube upload.
- 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. Team membership will be randomly assigned. Team composition may not be changed. Teams will choose their two ecosystems by signing-up online on a 1<sup>st</sup>-come, 1<sup>st</sup>-served basis. Only 2 teams may cover the same ecosystem. Team composition will be finalized at the end of drop/add and the signup made available at that time.

### 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:

Several Thursdays are reserved for required in-class team meetings (see Course Schedule). 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. Most weeks, it will also be necessary to meet with your team more often. Consistent communication with your team is essential for continued forward movement allowing you not only to complete this project but to assure a successful & optimal outcome.

During class time and 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:

Three times during the project (see Schedule) you must complete 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 their 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 2 Florida Ecosystems. Signups will be available following drop/add week, once team compositions can be finalized. See the course schedule for the signup deadline, but the earlier you sign-up, 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.

## Outline & Partial Script

For each episode you will need to submit an outline and partial script. This should help you to stay organized and keep you moving consistently forward. These are team submissions. Each individual team member does not need to submit this however, each team member is responsible for assisting in its preparation and for making sure it is completed and submitted. See the Schedule for due dates and Project Guidelines for complete instructions.

## Extra credit

The 4 teams with the best podcasts will each receive extra credit added to your course grades.  
(#1 = +2%, #2 = +1.5%, #3 = +1%, #4 = +0.5%)

## Podcast Peer Reviews

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

## Conservation Discussions

Several times throughout the semester you will be asked to read journal articles, newspaper articles, and other materials and participate in an online group discussion about conservation strategies employed in our state. Of course, as with any "strategy", there are pluses and minuses and differing opinions on how to reach, and exactly what are, our conservation goals. These are complicated issues and there are not necessarily always clear right or wrong answers. However, if we are to continue moving towards the best and most successful solutions, we need to debate and keep striving to improve. The intent of these discussion exercises is to (1) Introduce you to conservation strategies; (2) Encourage you to consider these complicated issues from different viewpoints and engage and challenge the viewpoints of others; (3) Prepare you to help modify and improve our conservation strategies, whether directly working for governmental or private conservation related organizations or indirectly via voting or expressing your opinion in public comment forums.

## Initial comment

- After completing the readings, you should post an initial comment which clearly indicates that you read and considered all of the assigned material (and any optional materials) and which takes a clear position on this issue.
  - It must be at least 350 words in length (but will likely need to be well longer to be thorough).
  - Your comment should discuss pros and cons of the conservation strategy but in the end, to enhance debate and discussion, you **MUST** take a position on the strategy. You can adjust your position in replies as the discussion proceeds.
  - You will be graded on the quality of your comment. So, carefully write and edit your comment and consider the readings thoroughly. It is suggested that you write your comment in MS Word and then copy it into the discussion.
  - You will be graded on the quantity of your comment. 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. Remember, more words do not necessarily mean better quality. So, in addition to writing more, be sure that what you write also enhances your comment value.
  - Note, you will not be able to see other people's comments until you first make your own posting. This will allow you to consider your opinion without other's influence. You can adjust your position in replies as the discussion proceeds.
- Inline citation - To demonstrate you have read the assigned materials and any additional optional readings, you must add inline citations. The inline citation you should use for each reading is listed following each reading in the assignment reading list.
  - For example: "The analysis provided of Ohio's adventures in mitigation banking (Alagood 2016) seems to indicate that..."
  - You do not need to list the complete citation at the end unless you add any additional citations that were not assigned.
- \*\*\*Note - You should NOT summarize each reading. You should integrate ideas from them into your comment.

## Replies

- After completing your initial comment, the next step will be to reply to other people's position statements.
  - You must reply to at least 2 other initial comments.
  - You must reply to all replies made to your own initial comment.
  - Reply early and often! The sooner you reply, the more opportunity there will be for discussion. If you wait to make your replies until the last minute before the deadline, your grade will suffer. Remember, the deadline is for the end of discussion, but the discussion should start after the initial comments have been made.
  - You are encouraged to continue the discussion further by replying to other people's replies. Simply doing the minimum will earn you at best a grade of C. So put thought into it and make your replies substantive.
  - Your replies should not just be brief "I agree" type statements but should be thoughtful and intended to inspire discussion.
  - All replies should be respectful and professional. Be humble and consider other's opinions and ideas and take the opportunity to learn from each other.
  - You will not be able to reply to other's comments until you have first posted your own initial comment.

## Grading

- You will be graded on following instructions, the quality and quantity of your comments and replies, and your general contribution to the conversation (i.e., reply early and often).
  - Again, 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.

---

---

## \*\*\*Prevention of Disease Transmission\*\*\*

Help reduce and prevent the spread of diseases to others. While certain diseases may be mild for one person, they may cause others substantial health risks, inconvenience, long-term debilitation, miscarriage, or death.

If we all take precautions, we can greatly reduce disease spread and illness. There are many ways your actions can help protect you, your household, and your community from severe illness. In addition to basic health and hygiene practices, like handwashing, to protect yourself and those around you, it is recommended that you:

- Stay home if you have symptoms of flu, "colds", COVID, or other similarly transmissible illnesses!
- If you believe you might be getting or could possibly be ill, wear a mask when near others (N95 or surgical grade).
- Always cough or sneeze into a tissue or your elbow (not your hands!).
- Test for COVID if you have symptoms or think you may have been exposed and stay home if you have any doubt.
- Stay up to date with all vaccines (Flu, COVID, etc.).

\* Vaccines are the safest and most effective way to avoid severe illness. Sometimes vaccinated people can still get the flu or COVID, etc. however, vaccines significantly lower the risk of getting very sick, being hospitalized, or dying. Vaccines cannot cause the disease for which you are being vaccinated. They simply trick the immune system to think you are infected, so your body produces antibodies in case you really do get infected. Sometimes your body responds with a brief fever, but this does not mean you have the disease. It simply means your immune system is working and it is preparing you in case you really do get the disease. For more information on vaccines and how they work, read:

<https://www.cdc.gov/vaccines/hcp/conversations/understanding-vacc-work.html>

or watch videos on YouTube such as: <https://www.youtube.com/watch?v=mHo9vGulx8>

---

---

## 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. Examples include, but are not limited to:
  - 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.
- 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) Chat GPT, 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 Chat GPT, 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](mailto: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>.

### **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 your UCF 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 your UCF 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.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services
- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)

## 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.

## 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.

## Suggested Books About Florida Ecology and Conservation

Below is a list of Florida & southeastern US natural history & ecology themed books. 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 Tegeger 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 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 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)

**\*\*\*Attendance REQUIRED on these days**

(Week) Date	Lecture Topic / Activity	Assignment	Due Dates
(1) Tu 8/22	Class Introduction Lecture 1 - Intro to Florida Ecosystems and Soils - Intro to Fire Ecology		
Th 8/24	Lecture 2 - Pine Flatwoods & Dry Prairies	• Verification activity - Initial comment	Fr 8/25 by <b>5:00p</b>
(2) Tu 8/29	Lecture 3 - High Pine (Clayhill & Sandhill)	• Verification activity - Replies • Ecosystem signup deadline ***Team must agree b4 signing up!!!	Mo 8/28 by 11:59p Tu 8/29 by 11:59p
Th 8/31	<b>IN-CLASS TEAM MEETING***</b>	• Discussion 1 initial comment due	Sa 9/1 by 11:59p
(3) Tu 9/5	Lecture 4 - Florida Scrub	• Discussion 1 initial replies due	Tu 9/5 by 11:59p
Th 9/7	Lecture 5 - Upland Temperate Hardwood Forests (Hammocks)	• Discussion 1 final replies – Deadline	Fr 9/8 by 11:59p
(4) Tu 9/12	Lecture 6 - Pine Rocklands & Rockland Hammocks		
Th 9/14	<b>IN-CLASS TEAM MEETING***</b>		
(5) Tu 9/19	<b>Exam 1 (Lectures 1-6)</b>		
Th 9/21	<b>IN-CLASS TEAM MEETING***</b>	• Podcast episode 1 outline & partial script due • Contribution Statement	Fr 9/22 by 11:59p Sa 9/23 by 11:59p
(6) Tu 9/26	Lecture 7 - Wetlands Introduction		
Th 9/28	<b>IN-CLASS TEAM MEETING***</b>		
(7) Tu 10/3	Lecture 8 - Freshwater Marshes & Wet Prairies	• Discussion 2 initial comment due • Discussion 2 initial replies due	Mo 10/2 by 11:59p Th 10/5 by 11:59p
Th 10/5	<b>IN-CLASS TEAM MEETING***</b>		
(8) Tu 10/10	Lecture 9 - The Everglades	• Discussion 2 replies - Deadline	Mo 10/9 by 11:59p
Th 10/12	<b>IN-CLASS TEAM MEETING***</b>		
(9) Tu 10/17	Lecture 10 - Freshwater Swamps		
Th 10/19	<b>IN-CLASS TEAM MEETING***</b>	• Podcast episode 2 outline & partial script due • Contribution Statement	Fr 10/20 by 11:59p Sa 10/21 by 11:59p
(10) Tu 10/24	Lecture 11 – Rivers		
Th 10/26	Lecture 12 – Lakes <b>IN-CLASS TEAM MEETING***</b>		
(11) Tu 10/31	<b>Exam 2 (Lectures 7-12)</b>		
Th 11/2	<b>IN-CLASS TEAM MEETING***</b>		
(12) Tu 11/7	Lecture 13 - Sinkholes, Aquifers and Springs		
Th 11/9	Lecture 14 - Tidal Marshes	• Podcast Due • Contribution Statement	Th 11/9 by 11:59p Fr 11/10 by 11:59p
(13) Tu 11/14	Lecture 15 - Mangroves		
Th 11/16	Lecture 16 - Beaches and Dunes	• Podcast peer review due	We 11/15 by 11:59p
(14) Tu 11/21	None – Finish Discussion 3 initial comment	• Discussion 3 initial comment due	Tu 11/21 by 11:59p
Th 11/23	None – Happy Thanksgiving		
(15) Tu 11/28	Lecture 17 - Estuaries introduction & Inshore Marine Habitats	• Discussion 3 initial replies due	Tu 11/28 by 11:59p
Th 11/30	Lecture 18 - Coral Reefs	• Discussion 3 replies - Deadline	Fr 12/1 by 11:59p
(F) Tu 12/5	<b>Final exam (Exam 3 – Lectures 13-18) @ 1:00p-3:50p</b>		