

PCB 4353 – Florida Ecology, Natural History, and Conservation

Fall 2020, 3 credits

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

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

Office Hours: Tue 10:30-11:30a, Wed 2-3p, Thur 10:30-11:30a, or by appointment

Office Hour location: On Zoom. The link is available on Webcourses on the "Zoom" page.

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 Meeting Times: Tuesdays and Thursdays 2:00 pm -3:15 pm on Zoom
(Link available on Webcourses on the "Zoom" page)

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: Zoom, announcements, assignments, grades, etc. will be made available at this site.

+ Zoom: Due to the continued remote instruction requirement because of the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings. In other words, this class will meet at the scheduled times, and lectures and activities will occur on Zoom. Meetings should appear on your Webcourses calendar. While Zoom can be accessed via your mobile phone or tablet, a desktop or laptop computer is preferred as other class activities require a desktop or laptop computer.

A few things you should know about Zoom:

- Find the scheduled meeting invitation on the Zoom tab on the class Webcourses page.
- You must sign into Zoom within Webcourses and using your UCF NID and password.
- Be on time. Upon joining the meeting, you will be placed in a waiting room and permitted entry only during the first few minutes of class to prevent unauthorized participants from joining.
- The Zoom sessions are recorded. You can rewatch a session by going to the Zoom page in Webcourses and clicking on the 'Cloud Recordings' tab.
- Please be respectful and kind to one another during remote learning, the same way you would during a face-to-face class. Help each other and be patient when technical difficulties arise.
- Improper behavior will not be tolerated during class and may result in a referral to the Office of Student Conduct.
- It is likely that there will be occasional internet glitches. If I lose internet, I will resume the lecture as soon as possible.

For information and tips for online learning see: <https://digitalllearning.ucf.edu/newsroom/keeplearning/>

For technical support see: <https://www.ucf.edu/online/student-resources/ucf-it-support/>
or: <https://cdl.ucf.edu/support/webcourses/>

Performance Evaluation:	Proportion of grade
+ Exams	(3 x 18%) 54%
» Assignments:	
+ Academic Activity assignment	2%
+ Online discussions (out-of class)	(4 x 4%) 16%
» In-class discussions	
+ Group statement (in-class)	(4 x 3%) 12%
+ Individual summary (after class)	(4 x 4%) <u>16%</u>
	100%

Grading Scale:

A 93.0 – 100%	B+ 87.0 - 89.9%	C+ 77.0 - 79.9%	D+ 67.0 - 69.9%	F 0 - 59.9%
A- 90.0 - 92.9%	B 83.0 - 86.9%	C 73.0 - 76.9%	D 63.0 - 66.9%	
	B- 80.0 - 82.9%	C- 70.0 - 72.9%	D- 60.0 - 62.9%	

***Note, Webcourses often calculates grades incorrectly and the "final grade" and "current grade" values shown may be inaccurate.

Grade Rounding Policy: The 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. All lectures will be via Zoom beginning promptly at the designated start time. Please be on time. Zoom meeting participants will initially be placed in a waiting room until admitted at the start of the lecture. If you are late you will have to sit in the waiting room and will only be admitted at a natural break in the lecture.
2. Attendance on activity days is required. You must be on time. If you are late you may not be admitted and may miss the activity and associated assignment.
3. Attendance on lecture days is not mandatory but is strongly recommended. If you choose not to attend live lecture, you are still responsible for all material covered in class. There are many benefits to attending live lectures vs. watching videos including:
(A) Being able to ask questions and receive an answer right away and an overall savings of time;
(B) Increasing your efficiency of time use. Attending live lectures and taking notes live is the most efficient use of your limited time. Many students believe that substituting live lecture with recorded lectures will improve their grades since they can stop and start and rewatch portions of the lecture. However, studies have shown that students who only use recordings do not do better on the exams than those who only attend live lectures. And using recordings can be very time consuming. Live lectures require you to pay close attention, improving your understanding, and push you to take notes without stopping and starting the video. This decreases the amount of time you spend on each lecture. And let's face it, anything that saves you time is a good thing. Also, watching the lecture and taking notes is not studying. So save some time to actually study and learn the material.
(C) Watching the videos at a later time requires self-discipline that many people do not have. Often time you intend to watch the video but don't and then suddenly you have 5 videos to watch. Attending live lecture increases the chance you actually will watch the videos and that you won't have to suddenly cram to catch up.
4. On most days, I will ask "poll" questions during lecture. If you answer 90% or more of the live poll questions in a unit you will receive a 2% bonus on the exam from that unit. You do not need to answer the questions correctly to receive the extra credit.

5. On several days there will be in-class activities. On these days attendance is mandatory. There will be an assignment to hand in during class and this must be turned in by the designated time or will not be accepted. You must participate during in-class interactive discussions and other activities or you will not receive credit for the assignment. Following class you will need to complete a follow-up assignment that will be due a few days later. If you do not attend on the activity day the follow-up assignment will also not be accepted.
6. 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.
7. 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.

Lectures

Engage your brain - take notes and ask questions! You are responsible for all material covered in class. Though recordings of lectures will be available on Webcourses (in the Zoom page on the 'Cloud Recordings' tab), it is not a very good use of your time to have to rewatch lectures. Taking notes the 1st time will allow you more time for other things like studying for the exams.

Exams

There will be three online unit exams. All 3 will be held during the scheduled class time and will only be available during this time. The amount of time given to complete the exams may vary among exams and will reflect the amount of time Dr. Klowden believes to be needed for a well-studied student to complete the exam. If you do not know the material well, you may have trouble finishing the exam in the allotted time. If you are late, you will be allowed to take the exam but will not be given additional time.

Each exam will cover material since the last exam. While exams are not comprehensive, a working knowledge of the previous material will be expected and necessary to do well. Questions will pertain to material covered in both lectures and readings. The questions will primarily be essay so a good understanding of the material is necessary to do well. During the exam, you will see 1 question at a time and will not be able to change your answer once you move to the next question and will not be permitted to view the previous question. Exam questions and their order will vary among students but will be similar in difficulty.

Exams are closed book. You may not receive assistance from anyone or give assistance to anyone. You may not chat with others, even if your chat is not directly related to the exam content as you may be tempted to discuss the exam. Exams questions may not be duplicated by any means and may not be distributed. 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.

Grades will be posted on Webcourses. Exams can be reviewed individually during my office hours. You must have an active video camera to review exams. Only 1 person at a time will be able to review the exam. If multiple people have joined the same office hours to review the exam you will need to be patient and I will get to you as soon as possible.

Makeup Exam Policy

Unexcused absence from an exam will result in a failing grade for the missed exam. If you miss an exam, you will not automatically be granted a make-up: these will be given only in exceptional circumstances, and with a valid, documented reason (see attendance policy above). Make-up exams, IF permitted, will be similar in difficulty to that assigned to the class 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 6 full sentences 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 C. So put a bit of thought into it. Late submissions will not be accepted.

In-class activities

Several times throughout the semester we will have in-class activities during the scheduled class time. These will involve breaking into small groups to complete an assignment as well as a follow-up assignment which is due out-of-class. In-class assignments must be turned in by the announced in-class deadline or will receive a grade of zero. Late follow-up assignments will receive a 10% penalty for each day late up to 3 days, after which they will not be accepted. An unexcused absence on the activity day will result in a grade of zero on both the in-class and out-of-class assignments.

Optional Book Review Assignment

This assignment is OPTIONAL. **Due 12/8 at 11:59 pm** submitted via Webcourses. If you choose to do this, it will be worth 5% of your total grade, replacing 5% of your lowest exam grade (making that one exam worth 13% rather than 18%). 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 assignments, 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.

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.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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.

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 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
- 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.

- ✓ *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)
- ✓ *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)
- *Tales of Old Florida* edited by Frank Opper 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.

Course Calendar - See the following page

**"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	Topic	Assignment	Due Dates
1	Tu 8/25	Introduction Lecture - FL Natural Ecosystems		
	Th 8/27	Lecture - Florida's origins	Academic activity verification - Initial comment - Follow-up replies	<u>Thur</u> 8/27 by 11:59p <u>Fri</u> 8/28 by 5:00p
2	Tu 9/1	Lecture - Uplands 1 - High Pine (Clayhill & Sandhill)		
	Th 9/3	Lecture - Uplands 2 - Florida Scrub		
3	Tu 9/8	Lecture - Uplands 3 - Pine Flatwoods Lecture - Uplands 4 - Dry Prairies		
	Th 9/10	Lecture - Uplands 5 - Upland Temperate Hardwood Forests (Hammocks)	Discussion 1 initial comment	<u>Fri</u> 9/11 by 11:59p
4	Tu 9/15	Activity 1	Discussion 1 replies In-class Activity 1	<u>Mon</u> 9/14 by 11:59p In-class
	Th 9/17	Lecture - Uplands 6 - Pine rocklands, rockland hammocks, and the FL Keys	Activity 1 Summary	<u>Fri</u> 9/18 by 11:59p
5	Tu 9/22	Exam 1 (Weeks 1-4)	Exam 1	In class
	Th 9/24	Wetlands 1 - Wetlands Introduction		
6	Tu 9/29	Wetlands 2 - Freshwater Marshes		
	Th 10/1	Wetlands 3 - The Everglades	Discussion 2 initial comment	<u>Fri</u> 10/2 by 11:59p
7	Tu 10/6	Activity 2	Discussion 2 replies In-class Activity 2	<u>Mon</u> 10/5 by 11:59p In-class
	Th 10/8	Wetlands 4 - Freshwater Swamps	Activity 2 Summary	<u>Fri</u> 10/9 by 11:59p
8	Tu 10/13	Wetlands 5 - Wet prairies and bogs		
	Th 10/15	Wetlands 6 - Tidal marshes	Discussion 3 initial comment	<u>Fri</u> 10/16 by 11:59p
9	Tu 10/20	Activity 3	Discussion 3 replies In-class Activity 3	<u>Mon</u> 10/19 by 11:59p In-class
	Th 10/22	Wetlands 7 - Mangroves	Activity 3 Summary	<u>Fri</u> 10/23 by 11:59p
10	Tu 10/27	Exam 2 (Weeks 5-9)	Exam 2	In class
	Th 10/29	Waters 1 - Lakes and Ponds		
11	Tu 11/3	No Class - Election Day	-----	-----
	Th 11/5	Waters 2 - Rivers		
12	Tu 11/10	Waters 3 - Sinkholes , Aquifers, and Springs		
	Th 11/12	Waters 4 - Coastal Intertidal Zone - Beach Waters 5 - Coral Reefs	Discussion 4 initial comment	<u>Fri</u> 11/13 by 11:59p
13	Tu 11/17	Activity 4	Discussion 4 replies In-class Activity 4	<u>Mon</u> 11/16 by 11:59p In-class
	Th 11/19	Waters 6 - Estuaries and Inshore Marine Habitats (sea grass, oyster bars, etc.)	Activity 4 Summary	<u>Fri</u> 11/20 by 11:59p
14	Tu 11/24	Waters 7 - The Gulf and the Ocean		
	Th 11/26	No class - Thanksgiving	-----	-----
15	Tu 12/1	TBA		
	Th 12/3	Exam 3 (Weeks 10-15)	Exam 3	In class
Finals	Tu 12/8	No Final Exam	Optional book review	<u>Tue</u> 12/8 by 11:59p