

RNR 4101 - Integrated Natural Resources Management and Policy

Fall 2013

Class Times and Locations:

Lectures: MWF 9:30-10:20, room 141 RNR

Lab: W 1:30-5:50, room 141 RNR

Textbook and Assigned Readings: Students will be required to obtain copies of many assigned readings via the LSU Library & Moodle. One book is recommended:
Climate Change 2007: The Physical Science Basis. This book was authored by the IPCC (Intergovernmental Panel on Climate Change) and published by Cambridge University Press. It is available for free as a pdf on-line from <http://www.ipcc.ch/ipccreports/ar4-wg1.htm>.

Instructor	Office	Phone	email	Office Hours
Nyman	327	578-4220	jnyman@lsu.edu	8-9 MWF
Taylor	331	578-4137	staylor@lsu.edu	By appointment or drop by

Course Description: Integrated Natural Resource Management and Policy (4) Prerequisites: Renewable Natural Resources Policy (RNR 2039 or RNR 4039) and senior status in School of RNR. Three hours lecture; 4 1/2 hours lab. Development of problem solving skills for management of renewable natural resources; application and integration of natural resource management theory, policy and practices; analysis of management and policy decisions. LSU credit expectations included a minimum of 1 hour in class or 3 hours in lab and a minimum of 2-3 hours of studying or homework outside of class or lab for each earned credit.

Format: This is a course that emphasizes problem solving and policy analysis of natural resource management. It is not a fact-based course, but rather a skills-based course that uses case studies, computer modeling, debates, role playing, etc., to study and analyze diverse problems of renewable natural resources. Occasional lectures provide background information for some student projects. Labs will be group exercises, discussions, debates, field trips, and presentations.

Course Goals and Objectives:

1. Integrate knowledge and skills across the entire undergraduate program.
2. Integrate and apply scientific, management, and policy principles in a multidisciplinary approach to local, landscape, and regional problems.
3. Learn how to work in teams composed of students from varying disciplines.
4. Gain an appreciation of the expertise of natural resources professionals.
5. Develop skills in these areas:
 - a. Problem identification and formulation of achievable objectives.
 - b. Research methods: using libraries, the internet, and personal contacts.
 - c. Problem solving in the face of uncertainty.
 - d. Interpersonal skills: leadership, teamwork, conflict resolution, organization, project management, professionalism.
 - e. Written and oral communication.

Communication-Intensive Course: This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including

1. Instruction and assignments emphasizing informal and formal [mode 1] and [mode 2];
2. Teaching of discipline-specific communication techniques;
3. Use of draft-feedback-revision process for learning;
4. Practice of ethical and professional work standards;
5. 40% of the course grade rooted in communication-based work; and
6. Student/faculty ratio no greater than 35:1.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu.

Student Projects and Grading: The majority of the grade will be based upon group projects.

Detailed instructions for each project will be distributed in class. Assignments are due at the beginning of class, that is, they will be late starting at 9:31 AM. Late assignments will be docked 10% per 24 hour period. Assignments must be completed to be evaluated.

Applied Management Planning (50% of total grade)

Proposal (10%)

Written reports (24%)

Oral presentation, faculty-based evaluation (9%)

Oral presentation, student based evaluation (2%)

Your contribution to group effort as assessed by your teammates (3%)

Peer reviews of group presentations (2%)

Feedback and revisions are part of the semester project. Students have the opportunity to revise some assignments after initial grading and incorporating feedback from instructors. Revisions are worth up to half of the points missed in the initial assignment (e.g. an assignment earning 70% may be revised up to 85% after revision). Revisions are required for the Management Plan II and are optional (but highly encouraged) for management Plan III.

IPCC Project (40% of total grade) – Global Climate Change Issues and Management

Annotated bibliography: includes 10 summaries (10%) plus the final Bibliography (5%)

Electronically submitted presentation (*.ppt) and handout (*.doc) (5%)

Oral presentation, faculty-based evaluation (5%)

Oral presentation, student based evaluation (5%)

Reflective essay (10%)

An annotated bibliography is a list of references with a summary for each that provides information on the content/main idea of the reference and an evaluation of the reference. You will annotate ten references throughout the term, and then provide a revised annotated bibliography of all ten references near the end of term.

Oral presentations and written reports will have supporting visuals including maps, figures, charts, and pictures. Instructors will provide feedback on the group presentation.

Miscellaneous Assignments and Class Participation (10% of total grade) - Several short assignments based upon lecture topics and laboratory activities, worth about 2% each, will be assigned during the course of the semester.

Attendance: Attendance and enthusiastic class participation are mandatory in a course like this because interaction among students and instructors is an important path to developing professional skills (course objective 5). As such, and much like the professional world, unexcused absences, tardiness, bad attitude, and lack of involvement are unacceptable. Comments that are unrelated to the current topic, disrespectful of others, or unconstructive are not helpful: the quality of contributions to the class discussion matters more than the number of contributions.

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are substantive and provide major insights as well as direction for the class. Challenges are substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly (5%).

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished (4%).

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be somewhat diminished (2%).

Non-Participant: This person says little or nothing in class, so there is no adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed (1%).

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved (0%).

Disabled students:

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 112, Johnston Hall. No accommodations will be granted without documentation from the Office of Disability Services.

Plagiarism:

Plagiarizing reflects very badly on your academic integrity and has serious consequences. To learn more about plagiarizing see guidelines at:

<http://www.lsu.edu/judicialaffairs/Plagiarism.htm>

Tentative Schedule for Lectures and Laboratories

Week	Dates	Monday (Lecture 9:30-10:20)	Wednesday (Lecture 9:30 – 10:20 Lab 1:30 – 5:50)	Friday (Lecture 9:30 – 10:20)
1	26, 28, 30 August	Introduction (AN)	Lecture: Applying to Grad School (ST) Lab: Ethics overview and scenarios	Resumes and KSA's (Career Services; Blake Winchell) → Resume Assignment
2	2, 4, 6 September	Labor Day	Lecture: Writing proposals (AN) → Assignment of Proposal Lab: DMAP (1:30 – 2:30 M. Perot) WRP/CRP (2:30 – 3:30 K. Davis) Proposal work (3:30 – 5:50)	Pond management (R. Romaine) ★ Resume due → Resume Assessment Assignment
3	9, 11, 13 September	Mitigation Banking (S. Bordelon)	Lecture: Plagiarism (3:30 – 4:30 AN) Lab: Landowner interview (Management Planning) → Assignment of Management Plans	Overview of the IPCC 4 th Assessment Report (ST) → Assignment of IPCC Project ★ Resume Assessment due
4	16, 18, 20 September	Critical Thinking: Concepts and Tools (ST) ★ Proposal Assignment due → Reading Set #1 Assigned	Lecture: Historical Overview of Climate Change Science (ST) Lab: Field Day	Overview of Kyoto Protocol and Copenhagen Accord (ST)
5	23, 25, 27 September	Discussion 1: Critical Thinking ★ Annotation of Reading Set #1 due → Reading Set #2 Assigned	Lecture: Program Assessment Lab: Field Day	★ IPCC Project Presentations and Handouts due (for some students)
6	30 September 2, 4 October	Discussion 2: Climate Change and Forest Management ★ Annotation of Reading Set #2 due → Reading Set #3 Assigned	Lecture: Balancing Objectivity and Advocacy (AN) Lab: Field Day	★ IPCC Project Presentations and Handouts due (for some students) ★ Revised Proposals due (optional)
7	7, 9, 11 October	Discussion 3: Climate Change and Fish and Wildlife Management ★ Annotation of Reading Set #3 due	Lecture: ★ IPCC Project Presentations and Handouts due (for some students) Lab: Field Day	★ IPCC Project Presentations and Handouts due (for some students)

Tentative Schedule for Lectures and Laboratories (cont.)

Week	Dates	Monday (Lecture)	Wednesday (Lecture 9:30 – 10:20 Lab 1:30 – 5:50)	Friday (Lecture)
8	14, 16, 18 October	★ IPCC Project Presentations and Handouts due (for some students) → Reading Set #4 Assigned	Lab & Lecture: ★ IPCC Project Presentations and Handouts due (for some students)	★ IPCC Project Presentations and Handouts due (for some students) ★ Management Plan I due
	21, 23, 25 October	Discussion 4: Readings on climate change ★ Annotation of Reading Set #4 due → Reading Set #5 Assigned	Lecture: Management Plan I - Discussion of data deficiencies Lab: Field day	
10	28, 30 October 1 November	Discussion 5: Readings on climate change ★ Annotation of Reading Set #5 due	Lab & Lecture: Field day	Field Day
11	4, 6, 8 November	Discussion 6: Reflection on climate change assignment ★ Reflective Essay due	Fall Holiday	Fall Holiday
12	11, 13, 15 November	IPCC project review (ST)	Lab & Lecture: Field day	Management Plan work
13	18, 20, 22 November	Large Scale Collaborative Management (AN) ★ Management Plan II due (extra data & revision – not optional)	Lecture & Lab ★ Management Plan Presentations	★ Management Plan Presentations
14	25, 27, 29 November	★ Management Plan Presentations ★ Annotated Bibliography due	Thanksgiving	Thanksgiving
15	2, 4, 6 December	★ Management Plan Presentations	Lecture & Lab ★ Management Plan Presentations	Last class
16	9, 11, 13 December	Final exam week	★ Management Plan III final revision due (optional)	

Key:

→ Assignment received

★ Assignment due at the beginning of class this day

TBA To be announced