Environmental Communications and Interpretation
FOR 405
Fall 2017 T-TR 8:00 A.M. Room 208

Pat Stephens Williams, Ph.D. (Dr. Stephens): Associate Professor
Human Dimensions–Sociology and Psychology of Humans and Natural Resources
Communications, Education, Recreation, Interpretation
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Office Hours:
Room 209
Available all week.
Tuesday 11-12.
Thursday 11:00 - 3:00.
Phone calls and/or virtual office visits by appointment or as available. Meetings are sometimes scheduled across these hours beyond my control, particularly on Thursdays. If so, I will return your call at the earliest available time. I am also available at other times during the week.

Course Description:
Overview of the field of natural resource communication and interpretation. Of particular interest to those whose careers require public interaction.

Course Objectives:
Students should expect:

- To review a working knowledge of the basic components communications.
- To develop an advanced working knowledge of the components of communications in natural and cultural resources.
- To gain experience identifying and assessing natural resource issues and identifying appropriate communications methods.
- To understand and develop skills necessary to manage both human and physical aspects of resource management communications issues.
- To develop knowledge of communication strategies to handle controversial issues in society resulting from the use of natural resources.

Student Learning Outcomes:
- Define the depth and breadth of communications in natural resources;
- Determine appropriate methods for management of communications issues.
Textbooks:

Readings available on D2L.

Course Overview:
The course will consist of three components:
1. Exposure to professionals in the field.
2. Development of personal goals and project.
3. Team project(s) for federal and state agencies.
4. Professional communications and decision-making to help students develop processes for assessing natural resource issues and developing informed decisions and actions based on the values, attitudes, ethics and needs of society and the sustainability of the natural resources.

Projects:
Projects for this class will consist of individual and collaborative assignments to either emulate authentic situations or directly serve as a service-learning experience. They will include training to achieve the skill level needed to meet the assignment, clear criteria for evaluation, multiple drafts, presentation of data, and peer review. Each project is expected to be of the highest professional quality for the field. Final projects are expected to be submitted ON TIME, unless there is an emergency preventing this. Late projects will not be accepted without prior approval.

You will be required to complete:
1. Personal project development and execution.
2. Fall 2017 – Wayside design for National Park Service National Historic Trails

Class Assignments:

Throughout the semester you will be required to participate in a series of classroom exercises to develop your knowledge and skill in human dimensions, relevant issues and subsequent management as a private and public informed citizen. When reading is required, you must be prepared UPON ARRIVAL IN CLASS. You may be required to complete short exercises, online reading, prepare response cards, participate in debate, etc. This is a hands-on class and participation is expected of every individual.

Attendance Policy:

Attendance is mandatory!
If you do not attend, you will NOT pass the course!
Grading Policy:

- Participation: 333.3 points
- Personal Project and Goals: 333.3 points
- NPS Waysides: 333.3 points

Total: 1000 possible points

YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE!!!

Grades will be assigned according to the following scale:
- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- 699 - 600 points = D
- 599 and under = F

Classroom Behavior:
You are expected to participate in class as a professional. Any behavior interpreted as disrespectful to other classmates or the instructor, or interfering with the class, will not be tolerated.

CELL PHONES - Calls, texting, and/or checking email is considered rude and disruptive. Grade reduction or confiscation may occur.

Student Academic Dishonesty Policy (4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Course Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work
because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy at [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf)

**Academic Accommodation for Students with Disabilities Policy (6.1)**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Responsible Use of Technology**
It is expected that all students will only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop computer for matters unrelated to the course may be grounds for dismissal from class or other penalties.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please read the complete policy at [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)

**For University Assessment Purposes:**

**Program Learning Outcomes Possible:**

1. Demonstrate understanding and competency of forest ecology and biology;
2. Demonstrate understanding and competency in the measurement of forest resources;
3. Demonstrate understanding and competency in managing forest resources;
4. Demonstrate understanding and competency of forest resource policy, economics, and administration.
5. Demonstrate understanding and competency in oral and written communication skills.

Items #1 - #4 above are required by the Society of American Foresters, the program’s accrediting agency.
### B.S. Forestry Program Learning Outcomes

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**Definition of Rating Categories:**

1. **N/A** – Not Applicable – course does not support the Program Learning Outcome.
2. **B** – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.
3. **I** – Intermediate – course supports Program Learning Outcome by providing students with topic-specific information, concepts, applications, and lab activities that increase the students’ skills in making tactical implementation decisions relative to the expected outcomes.
4. **A** – Advanced – course supports Program Learning Outcome by providing students with transitional, high level topic-specific information, activities, and opportunities that enable the students to apply their critical thinking and tactical skills to resolved increasingly challenging strategic situations.
5. **M** – Mastery – course supports Program Learning Outcome by providing students with opportunities to independently apply tactical and strategic planning skills to successfully accomplish real-world, non-academic management objectives. Completes students’ preparedness for entry-level professional activity accomplishment.