FORS 4357  
ENVIRONMENTAL ATTITUDES AND ISSUES  
2024 Spring  
Arthur Temple College of Forestry and Agriculture

INSTRUCTOR  
Mr. John Kidd, PhD candidate  
Office: FORS 203A  
Office Hours: By appointment only during*  
*Other times may be scheduled in advance  
Email: kiddjb@sfasu.edu  
Phone: 936-468-2014  Fax: 936-468-2489

MEETINGS  
Lectures:  Thurs. 1230-1520 (12:30-3:20 pm) in FORS 225  
Other meeting times may be required with advance notice.

COURSE DESCRIPTION  
Three semester hours, three hours lecture per week. Overview of the global historical origins and current influences on attitudes toward the outdoor environment. Examination and discussion of environmental policy, ethics and issues. Spring only.  
This course will focus on learning through experiential and problem-based techniques that students may find challenging at times. Through hands-on learning experiences, students have the opportunity to apply their learning to real world situations and scenarios.

STUDENT LEARNING OUTCOMES  
Program Learning Outcomes FORS 4357 (This is not a general education course): Environmental Attitudes and Issues is part of the Human Dimensions in Natural Resources degree plan and is required for all students pursuing that program of study. FORS 4357 is also an approved alternative to Natural Resource Policy for the B.S. Environmental Science core.

The following course learning outcomes have been approved for the Bachelor of Science in Forestry (BSF) degree program and will be addressed in the course. The following matrix indicates the level at which FOR 4357 – Environmental Attitudes & Issues - supports the BSF Program Learning Outcomes:

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<tbody>
<tr>
<td>FORS 4357</td>
<td>B</td>
<td>B</td>
<td>M</td>
<td>M</td>
<td>M</td>
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</tbody>
</table>

B – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.  
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. Course completes students’ preparedness for entry-level professional activity accomplishment.
**Student Learning Outcomes:** Upon completion of the course, students should:

1. Analyze and discuss the history of, and current issues and trends in, natural resource management, environmental policy, attitudes, and ethics.
2. Analyze, discuss and apply environmental dispute resolution, the crucial conversation framework, debunking strategies and other communication tools to increase science understanding and effective decision making.
3. Identify the hallmarks and responsibilities of an informed citizenry, reflecting upon one’s own contribution to environmental policy, resources management, and a sustainable lifestyle.
4. Discuss the role of public land managing agencies in shaping and implementing environmental policy and soliciting and responding to public input.
5. Demonstrate an understanding of a wide range of ethical frameworks that shape environmental policy.
6. Analyze natural resource issues and policies from multiple points of view and at various scales, identifying the strengths and weaknesses of various approaches and perspectives.
7. Discuss the challenges associated with managing natural resources for multiple use, economic efficiency, and long-term sustainability, identifying a range of possible solutions to specific goals.
8. Explore the field of natural resources management in a hands-on, minds-on manner.
9. Be prepared to understand how people interact with and connect to the natural world.

**TEXTBOOK (Required)**
https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

Other required readings (see below regarding case studies) will be provided to you electronically through email or D2L/Brightspace.
Each student is expected to read and be responsible for all assigned readings from the course before topics are covered in class.

**COURSE CALENDAR**

**Topics List:** The following is a generalized list of planned topics to cover in lecture. Assigned readings for each topic will be included on a separate lecture schedule document. Copies of all readings from outside sources will be available on the course website (D2L). The schedule and order of topics is subject to change, but I will do my best to stick to the outline below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Topic</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>18-Jan</td>
<td>No class- Spring Break</td>
<td>14-Mar</td>
</tr>
<tr>
<td>Social science research</td>
<td>25-Jan</td>
<td>Sustainability, resource management</td>
<td>21-Mar</td>
</tr>
<tr>
<td>Ethics</td>
<td>1-Feb</td>
<td>No class- Easter Holiday</td>
<td>28-Mar</td>
</tr>
<tr>
<td>Social science theories</td>
<td>8-Feb</td>
<td>Environmental attitudes</td>
<td>4-Apr</td>
</tr>
<tr>
<td>Special topics: TBD</td>
<td>15-Feb</td>
<td>Data analysis</td>
<td>11-Apr</td>
</tr>
<tr>
<td>Scale development</td>
<td>22-Feb</td>
<td>Environmental mgmt.</td>
<td>18-Apr</td>
</tr>
<tr>
<td>Sampling and surveys</td>
<td>29-Feb</td>
<td>Environmental policy, influence</td>
<td>25-Apr</td>
</tr>
<tr>
<td>Other research designs</td>
<td>7-Mar</td>
<td>Special topics; Poster review</td>
<td>2-May</td>
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<tr>
<td></td>
<td></td>
<td>Research presentations</td>
<td>9-May</td>
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</tbody>
</table>
**GRADING & ASSIGNMENTS**

**Grades**
This course is based on a combination of class participation, written assignments, and projects according to the following formula:

<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Assignments</td>
<td>Case study responses (8 @ 15 ea)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>CITI Socio-behavioral training</td>
<td>50</td>
</tr>
<tr>
<td>Case Study Selection and Presentation</td>
<td>Paper selected</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Guiding questions</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Discussion leading /moderating</td>
<td>60</td>
</tr>
<tr>
<td>Research Study Project</td>
<td>Literature review draft</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Literature review</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Data collection instrument</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>IRB application completed</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Data collection and analysis</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Technical report</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Poster presentation</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Peer and self evaluations</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Course grades will be based on the percentage of total available points accrued during the semester, according to the following formula: 90-100% = A, 80-90% = B, 70-80% = C, 60-70% = D, 0-60% = F.

*Grade Appeal:* You will be allowed one week (7 calendar days) from the return of lab reports, assignments, tests, and quizzes to appeal your grade; after one week (7 calendar days), grades are final.

**Assignments**

*Written Assignments:* All email, letter, memo, and technical report formatting should follow the Forestry Core Curriculum Style Manual (as in FORS 1311, 1352 and 2309), unless otherwise indicated by the instructor.

*Class Participation & Assignments:* Students will complete assignments as a part of class activities and actively participate in class as required by the instructor or other guest speakers. This includes timely submitting case study guiding question responses and participating in class discussion of case studies. Unless stated otherwise, all assignments are due on time to their specified locations. Course assignments due after their respective deadlines will be marked as late and will incur a penalty. Late assignments incur a 10% penalty for each 24 hours it is late, including weekend days (no assignments will be picked up on the weekend, so they count as being turned in at 8am on Monday). After 10 calendar days, the assignment grade is zero and submissions after this will not be evaluated. For excused absences of exams (if required), you have 1 week to complete the make-up assignment before late penalties begin accruing.
**CITI Training:** SFASU has a license for training in the ethical conduct of socio-behavioral research through the Collaborative Institutional Training Initiative (CITI). You will be responsible for meeting SFA’s Institutional Review Board (IRB) recommended training requirements for Socio-Behavioral Course training as indicated at: [http://www.sfasu.edu/researchcompliance/107.asp](http://www.sfasu.edu/researchcompliance/107.asp). This training is available to you as a student. Complete the full Social & Behavioral Research – Basic course.

**Case Studies:** Students will, individually, lead a discussion on a particular research paper covering an environmental issue. Each student will be responsible for providing to the instructor for review and distribution at least one week in advance of the scheduled discussion date:

1. reading material (and links to multimedia if appropriate) on each study,
2. a set of 5 guiding questions for reading of the article, plus 3-5 additional guiding questions for discussion during class, and
3. each student is responsible for leading one discussion during the semester.

Guiding questions must require reading or viewing of the material, stimulating discussion among the class, connection to research methods topics discussed in class, providing adequate representation of all viewpoints fairly (if article provides this type of discussion), providing possible solutions to the identified “problem(s)” (again, article-dependent), and demonstration of leadership skills through their discussion leading. Case study presentations should take approximately 30-40 minutes.

I expect case studies to be interactive, discussion-based activities. Selected papers and/or other media for each case study will be available in D2L at least a week in advance. Each student will be responsible for participating in case study sessions and by providing a specified number of written responses to guiding questions and participating in the class discussion. A set of questions related to these readings will be provided with the case study material, and students will be required to prepare a written response to the questions. Headings of these responses should follow the memo heading format of the Forestry Core Curriculum Style Manual. I have found that the body of the responses typically works best when a single question/topic and its relevant response are contained in each paragraph. Papers will then be discussed as a group in class. Case study responses will be due in the appropriate Brightspace’s dropbox at the beginning of class the day of the case study. Only .doc, .docx, or .pdf file types will be accepted, and filenames should follow this format: Lastname FirstName_CSR_#.

**Research Project:** Students, in groups, will develop a survey to evaluate or study an environmental attitude or behavior by researching the problem, developing data collection procedures, collecting quality research data, writing a report, and presenting their work in a poster. The project will be a comprehensive social science research project and will be completed in several parts:

**Part 1:** Literature Review (draft and revision). Students, in small groups, will write a comprehensive literature review on a topic of their small group’s choosing. This literature review will include at least 10 journal articles relevant to your research topic, including any relevant similar studies. A draft will be submitted prior to instructor feedback for a revised submission. This will function primarily as the introduction to your technical report.

**Part 2:** Data Collection Instrument. Students, in small groups, will develop and revise a data collection instrument for their study. Dependent on the study, this may be a survey instrument, interview guide, or data sheet for observational studies.

**Part 3:** IRB Application. Students, in small groups, will complete the SFA IRB application for minimal risk research, including development of a consent form, survey, and methodology for data collection. Formal submission is dependent on course timing and IRB availability.

**Part 4:** Data Collection and Analysis. Students, in small groups, will collect data following the methodology set out in the IRB application. Additionally, data should be analyzed for descriptive statistics and conduct basic statistical analyses (where possible) prior to writing a
brief memo (~ 2-3 pages) outlining the results of their data collection and the possible implication of this analysis (based on the preliminary review of literature written earlier). Grading will be based on 1) data set submitted to the instructor as well as providing the instructor with an opportunity to observe data collection as needed, and 2) analysis memo.

Part 5: Technical Report. Students, individually, will write a brief technical report (with the literature review incorporated as the ‘Introduction’ section). Students within groups may consult with each other on this document, but the final work submitted must be individually written and submitted.

Part 6: Presentation. Students, in small groups, will create a poster presentation that summarizes their paper. Presentations will be given during the last class period of the semester. Each member of the group will be asked an individual question about the poster/paper. Grading will follow the ATCOFA UR Showcase’s rubric for research presentations.

Components of the research project will be submitted digitally on Brightspace/D2L in appropriate filetypes and to the appropriate dropboxes.

OTHER COURSE POLICIES

Infectious Diseases

Be personally and socially responsible. SFA administration and your instructors encourage wearing of PPE that cover the nose and mouth when indoors in this course if you are coughing and/or sneezing, practicing good hygiene, and physical distancing when appropriate. Additionally, please consider becoming vaccinated if you have not received full dosage(s) already. Research scientists and medical doctors have conducted much research with findings in support of these practices as safe and effective tools in reducing transmission and symptoms of COVID-19 and other communicable diseases. For more information about COVID-19 and vaccinations, see the Center for Disease Control and Prevention’s resources.


Further, be prepared to adjust to an online format for this course. In the event the instructor or university deem it necessary, this course will shift to a hybrid or fully online format without detrimentally impacting the quality of your education. If you are sick or experiencing symptoms of communicable illness, do not come to class- go to a health clinic to be evaluated and receive a physician’s note for an excused absence.

Social Justice Statement

This course and its instructors expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. This class will be a safe haven for the respectful thoughts and ideals of all students. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Attendance and Preparedness

As professionals, students are expected to attend class as scheduled, and keeping up with material is the student’s responsibility. However, attendance is not graded and a formal record will not be kept for this course. If you know that you will be absent, please notify the instructor as appropriate. Arrive on time for lecture (or lab, if a lab course is associated with this lecture). If the door is locked
when you arrive, do not knock – you’ve missed class and need to get the notes from a classmate later. Students are responsible for reading the assigned reading(s) before coming to class. Reading ahead will increase your understanding of the material, improve discussions, and improve your grade in the course! Always be prepared to go into the forest for labs by bringing the appropriate materials and being dressed for safety in the field. If you arrive without appropriate dress for lab, you will not go to lab.

**Seat Belts in College Vehicles**

In accord with SFA University Policy and the laws of the State of Texas, all occupants of any college vehicle will wear a seat belt when riding in that vehicle. If travel is required for this course, there will be no exceptions to this policy. In accord with Texas law, any unrestrained vehicle occupant who is over the age of 15 may be issued a citation for failure to wear a seat belt. **We need van drivers** for some of the lab periods. Please see one of your instructors if you would like to become a driver in the Forestry department.

**Consequences of Academic Dishonesty (Cheating, Plagiarism, etc.; see Policy 10.4.1)**

The academic integrity process established by the University will be followed. The instructor reserves the right within policy to adjust penalties on case-by-case bases and, as needed, in coordination with the department and university. Generally, the following consequences will be applied, or recommended for application, to students who are determined to have violated this policy in this course:

1st time – For violations of academic integrity (intentionally cheat, plagiarize, etc.) on any gradable exam or assignment, the student(s) will be given, at minimum, a 30% reduction in final grade or a failing grade (“F”) for the course.

2nd time - A second violation in this course will result in the student(s) receiving an “F” as a final course grade and recommendation for further sanctions at the University level.

If a submitted assignment is suspected of violating the academic integrity policy, students may be required to furnish as evidence additional data (such as records or files) related to the assignment from personal and/or public devices or networks used for that assignment.

**Professionalism**

Arthur Temple College of Forestry & Agriculture students are expected to look and act like professionals. That includes dressing appropriately for class & lab. Students may not wear hats in any Forestry or Agriculture building.

Ethics and Professionalism: All students in this class and in the Arthur Temple College of Forestry and Agriculture are expected to conduct themselves in an ethical and professional manner. The Society of American Foresters has a published code of ethics for foresters and others in the forestry profession. Likewise, for wildlife biologists and managers, The Wildlife Society has established a Code of Ethics to which these professionals are expected to adhere. I encourage you to read and abide by these guidelines, available at:

https://www.eforester.org/Main/About/Code_of_Ethics_and_Bylaws/CodeofEthics.aspx (for SAF),
https://www.isa-arbor.com/certification/resources/cert_Ethics_CACodeofEthics.pdf (for ISA), and
https://www.interpnet.com/nai/docs/AdminDocs/Policy-Code-of-Ethics.pdf (for NAI), and
https://www.naep.org/code-of-ethics#:~:text=The%20objectives%20of%20Environmental%20Professionals,constitute%20the%20foundation%20of%20ethics. (for NAEP).

Classroom Interaction

Please ask questions. This is an interactive class and discussion is important. I generally welcome questions and will make every effort to get you the information that you seek. You may be helping the entire class when you ask your question—someone else probably has that question. If lectures or labs are rushed for time, you may be asked to wait until the end of class to ask your question. On days guest speakers are visiting, this is an opportunity for you to learn more from their perspective; they will have preferences for discussion/questions (e.g., wait until the end or ask as needed). Classroom behavior: See Policy 10.4 below. Please respect the instructors, guest speakers, and your peers by not talking audibly while they are speaking to the class or to you.

Responsible Use of Technology

Use technology responsibly and respectfully during lecture and lab. Generally, this means your phone should not be in your hand at all during class. Students are expected to only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or as appropriate in class. Viewing course-related readings and slides or taking notes on laptops or tablets are appropriate uses during class time. Answering a cell phone, texting, listening to music or using a laptop computer for any other matters unrelated to this course during class times may be grounds for dismissal from class or other penalties.

Use of artificial intelligence, large language models, or similar technologies when working on course assignments is not allowed unless explicit permission is provided by the course instructor. These can be useful tools when utilized wisely and carefully and with appropriate attribution. Abuse of such technology is likely to run against ethics and policy associated with this course, thus resulting in violations of academic integrity.

UNIVERSITY POLICIES [Course instructor’s note: these are copied from University policy and syllabus guidelines]

Student Conduct and Academic Integrity (Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used
previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course and Withheld 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/policies/5.5.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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

[Course instructor’s note: Students with documented disabilities who require course adaptations or accommodations should make an appointment to speak with the professor to discuss accommodations for this course.]

Class Attendance (Policy 6.7; a summary of policy)

Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Read the complete policy at https://www.sfasu.edu/docs/policies/6.7.pdf.

The Code of Student Conduct and Academic Integrity (Policy 10.4; a summary of policy)

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. Read the complete policy at https://www.sfasu.edu/docs/policies/10.4.pdf.

**Smoking, Vaping, and Use of Tobacco Products (Policy 13.21; a summary of policy)**

University Policy 13.21 states that campus is tobacco and vape free. This includes all tobacco and vape related products, and includes all activities during field labs! See: http://www.sfasu.edu/policies/smoking-vaping-and-use-of-tobacco-products-13.21.pdf.

**Firearms, Explosives, and Ammunition Policy (Policy 13.9; a summary of policy)**

University Policy 13.9 deals with firearms and the concealed carry policy. Students that concealed carry (licensed or otherwise) that choose to carry firearms on campus are required to follow all Texas laws and University policies, and it is their responsibility to understand and comply accordingly. See: http://www.sfasu.edu/policies/13.9-firearms-explosives-and-ammunition.pdf.

**Mental Health and Wellness**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/tehub](http://www.sfasu.edu/tehub)

936.468.4008

thehub@sfasu.edu
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741