E422 – Urban Forest Management – Spring 2014

SYLLABUS

(Note: In this version, the TA office hours location has been changed to the tables in the Atrium on SPEA's 4th floor.)

Class meetings:

Tuesdays/Thursdays – 1:00-2:15 pm – Swain West 221

Instructor: Jessica Vogt – Jess

Email: jesvogt@indiana.edu	Cell: (920) 850-2016
Office Hours: Tuesdays, 2:30-4:00 pm, or by appointment	Office: CIPEC/Mathers 227
Starting Tues, Jan 21	*(see map at back of syllabus)*

Teaching assistant: Louise Sharrow	Email: esharrow@indiana.edu
Office hours: Wed, 9:30-10:30, or by appointment	Location: SPEA 4th Floor Atrium

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BASIC COURSE INFORMATION

Course Description:

The discipline of urban forest management includes planning for and managing the trees, forests, and green spaces in communities, in order to provide ecological, economic, and social benefits to all residents. Trees and related vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management, with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESs) of linked human and natural components, with a focus on teaching students the basic skills of urban forest management. The course will utilize the talents of a number of guest speakers who are professionals in urban forestry to give students a practical, real world introduction to the subject. The IU-Bloomington campus and the City of Bloomington will serve as our field laboratory to view an actively managed urban forest.

Course Objective:

By the end of this course, you will be a knowledgeable resident of the urban forest social-ecological system. Through a combination of close reading of the urban forestry literature, discussion with experts in the field, and selected field exercises, we will learn to apply the principles of urban forest management to real world cases.

Learning Outcomes:

To achieve the above course objective, we will work our way through seven learning outcomes:
1. Become familiar with the concept of cities as social-ecological systems (SESs), and the roles of trees and urban forests in urban SESs

2. Acquire an understanding of sustainability as it pertains to urban forests and urban forestry programs in modern cities, towns, communities and neighborhoods
3. Develop an understanding of the benefits and costs of street trees and urban forests to cities and towns
4. Develop a familiarity with urban governance systems (including local, state and national) and their impact on the urban forest and how it is managed
5. Acquire a working knowledge of tree biology and street tree planting and maintenance strategies
6. Develop skills in street tree and urban forest inventory and analysis
7. Engage in a practical urban forest case study project, culminating in group presentations at a Design Charrette.

COURSE MATERIALS

Required Readings:

There is no textbook required for this course. Throughout the term, ***required reading for class will be posted to Oncourse under Resources in the Readings folder*** (by author(s) and title [and page number, if applicable]), and identified in the Calendar by author's names and years (*e.g.,* Smith 1999). Full citations are listed in the Course Bibliography at the end of this Syllabus.

What's in the News: In addition to assigned readings, we will also keep ourselves aware of what's going on in the news related to urban forestry. Every Thursday at the beginning of class, I will ask, "What's in the News" and students will have an opportunity to report about what they've read in the news. There are two additional assigned "readings" to this end:

- *The Atlantic* monthly magazine publishes a daily newsletter entitled "The Atlantic Cities" (see website: http://www.theatlanticcities.com). This publication occasionally has items related to urban forestry and greenspace in cities.
- Alliance for Community Trees (ACTrees; website: http://actrees.org)—a nonprofit organization of urban forestry organizations—sends out a weekly email blast of urban forestry-related news, entitled, "Treebune News" (http://actrees.org/news/newsletter-archive/).

Please subscribe to both of these email newsletters and scan them weekly to keep abreast of the urban forestry news.

Course Technology:
- **Oncourse site** for E422: SP14 BL SPEA E422. We will be primarily using the Resources and Assignments features. Folders in Resources are as follows:
    o Assignment Sheets: Instructions for assignments and rubrics will be posted here.
    o Design Charrette Project: All materials and background reading for the Design Charrette Project will be posted here. Each group will also have their own folder where you will be able to upload and share resources with your group and the class.
    o Handouts from In-Class Activities: Any handouts used during class (group discussion questions, worksheets, etc.) will be posted here after class.
    o Powerpoints: I'll post all Powerpoint slide sets here after we have completed them in class.
    o Readings: All readings assigned for class are posted here by Author Year.

- **Microsoft Excel:** You should be comfortable using equations and creating charts in Microsoft Excel. *If you are not comfortable with these features of Excel*, University Information and Technology Services (UITS) offers downloadable tutorials/exercises and periodic classroom training sessions. The following exercises off the UITS self-study training page (https://ittraining.iu.edu/downloads/) may be helpful: "Excel 2010: The Basics," "Excel 2010: Analyzing Data with Pivot Tables," "Excel 2010: Charts & Graphics." You can also do Microsoft Excel training using the self-study e-learning courses on lynda.com (http://www.lynda.com/Excel-training-tutorials/192-0.html).
- I will send class-related emails to your @indiana.edu email address.

COURSE EVALUATION

Major Due Dates: (Also appear in Calendar.)

TASK	DUE DATE
Discussion Paper #1	1:00 pm, Thurs, Jan 23
Quiz	1:00 pm, Thurs, Feb 6
Discussion Paper #2	1:00 pm, Thurs, Feb 27
Midterm Exam	Thurs, Mar 6
Discussion Paper #3	1:00 pm, Thurs, Apr 10
Design Charrette Project (Group Portion)	Thurs, Apr 24, in class
Design Charrette Project Summary (Individual Portion)	12:30 pm, Thurs, May 1
Final Exam	12:30-2:30 pm, Thurs, May 6

Final Grade:
Your final grade in the course will be based on a combination of attendance, participation, warm-ups, discussion papers, a group project, and a quiz and 2 exams. ***No extra credit is available.***

ITEM	Points	Percent of grade
Attendance, Participation & Warm-ups		
Attendance	50	10%
Warm-ups	18	4%
Participation	22	4%
Discussion Papers		
Discussion Paper #1	25	5%
Discussion Paper #2	25	5%
Discussion Paper #3	25	5%
Design Charrette Group Project		
Poster (Group Portion)	75	15%
Summary (Individual Portion)	30	6%
Quizzes & Exams		
Quiz	30	6%
Midterm	100	20%
Final	100	20%
TOTAL	**500**	**100%**

Point Scale:
The following point scale will be used to assign letter grades *with no exceptions*: A+ (490-500), A (460-489.9), A- (450-459.9), B+ (440-449.9), B (410-439.9), B- (400-409.9), B- (400-409.9), C+ (390-399.9), C (360-389.9), C- (350-359.9), D (300-349.9), and F (0-299.9).

Attendance, Participation, & Warm-Up Assignments:
Attendance during class is worth 2 points each day (25 classes, excludes exam weeks). Students will be also graded on participation in activities and discussion during Tuesday/Thursday class sessions (including reporting "What's in the News"). Warm-up assignments (9 total) are also each worth 2 points. Warm-up assignments are short assignments directly related to the reading(s) or to planned class activities, posted on Oncourse generally one week in advance of their due date, and due at 5:00 pm Monday afternoon. *Zero points will be given for a warm-up turned in late.*

> ***It is highly recommended that you bring to class a copy of your responses to the warm-up, and a copy of the assigned reading(s) for the day. You may bring a computer or tablet to class instead of hard copies if you wish. Having readings and your warm-up responses in class will greatly enhance your ability to participate in discussions and activities.

Briefing paper for makeup of classroom absences – For any absence from a class meeting, a student can write a briefing paper on an assigned reading (one article or textbook chapter) from the week of the class period missed and submit via email to the instructor (jesvogt@indiana.edu) *within 3 days* of the missed class to recover part or all of the lost attendance points for the missed class. Briefing paper format is as follows: 1-2 pages length, student's name and class period missed on the top line, complete citation for the assigned reading, concise paragraph describing the primary purpose/objectives of the assigned reading, clear review of how the author(s) meet the purpose/objectives, a paragraph or two describing what you learned from he paper, and finally, one well-constructed exam question from the assigned reading.

Discussion Papers
Three discussion papers are required of each student during the semester. A separate assignment sheet that includes all discussion paper topics/questions and the discussion paper grading rubric will be provided during the first week of class. The basic idea for a discussion paper is to briefly summarize the main ideas of a topic or readings, tie them together, critically explore the subject to demonstrate your understanding and relate the subject to the broader course context. *Discussion papers are to be turned in as printed copies in class and also electronically to Oncourse.* The instructor reserves the discretion to submit these electronic copies to Turnitin.com if I suspect plagiarism (see Plagiarism on p. 6 of this Syllabus). *Late Discussion Papers will be not be accepted without notifying the instructor AND the teaching assistant via email before the due date.*

Design Charrette Project:
The group project will examine a case study of a fraternity house proposed to be built in a block of campus designated a historic district. Groups will examine the potential loss of trees due to construction, propose a tree protection plan for existing trees to be saved, and indicate new tree planting spots. The project will culminate in a design charrette session during week 14, where all groups will present a poster of their proposed plan and design for the site (poster graded as a group). The individual portion of the project will be a short summary on the charrette submitted during week 15 (summary graded individually). More detailed information about the project will be provided as the term progresses.

Quiz and Exams:
There will be one quiz and two exams during the semester. The Quiz (timed, closed book, closed notes) will be completed outside of class using Tests & Surveys on Oncourse during Week 4. Exams are closed book, closed notes and will take place during class time; the Midterm is Thursday of Week 8 before Spring Break (Mar 6), and the Final Exam is during Finals Week (12:30 – 2:30 pm, Tues, May 6). *If you have a conflict with exam dates, please talk to me as soon as possible; I will only reschedule in special circumstances.*

Writing Tutorial Services:
For free help at any phase of the writing process—from brainstorming to polishing the final draft—call Writing Tutorial Services (WTS, pronounced "wits") at (812) 855-6738 for an appointment. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance.

WTS, in the Information Commons on the first floor of the Wells Library, is open Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. Walk-in tutorials are available when WTS has an opening, but the appointment book often fills in advance. WTS tutors are also available for walk-in tutorials (only) in the Academic Support Centers in Briscoe, Forest, and Teter residence halls, open Sunday-Thursday 7:00 p.m. to 11:00 p.m. See the WTS website for more information: http://www.indiana.edu/~wts/index.php

OTHER POLICIES & INFORMATION

Indiana University Code of Student Rights, Responsibilities, and Conduct:
Available online: http://www.iu.edu/~code/code/index.shtml
Portions are cut and pasted below.

Indiana University/SPEA Academic Policies:
Available online: http://www.indiana.edu/~spea/about_spea/SPEA%20Policies%20.shtml
Portions are cut and pasted below.

Academic Dishonesty
SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at http://www.iu.edu/~code/code/index.shtml so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Academic misconduct
Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific

course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official.

Plagiarism
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
    1. directly quoting another person's actual words, whether oral or written;
    2. using another person's ideas, opinions, or theories;
    3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    4. borrowing facts, statistics, or illustrative material; or
    5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Civility
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. *Poor performance in a course is not grounds for a late withdrawal.*

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each

student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature **IS NOT** required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature **IS** required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures **ARE** required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines in awarding incompletes which may be accessed at the Office of the Registrar's website at: http://registrar.indiana.edu/stu_grades.shtml

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at: http://registrar.indiana.edu/stu_infopoli.shtml

Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

COMPLETE COURSE BIBLIOGRAPHY

Articles and other readings are posted on Oncourse in Resources, in the Readings folder by Author Year (e.g., Clark and Matheny 2010).

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ABOUT THE INSTRUCTOR

Biography:

Jess is PhD candidate currently working on completing her Ph.D. in Environmental Science from SPEA. She works in the Bloomington Urban Forestry Research Group (BUFRG) at the Center of the Study of Institutions, Population and Environmental Change (CIPEC), where she and her colleagues study urban forestry and urban ecology. Her current research is an evaluation of the social and biophysical outcomes of the urban tree planting programs of 5 U.S. cities, focusing on tree growth and mortality rates as well as the social impacts of neighborhood and individual involvement in tree planting. She considers herself a social-ecological systems scientist and her research is rooted in the idea that we cannot study systems of nature without also studying the concentric social, economic, and institutional systems of people. When not teaching or working on her dissertation, Jess enjoys baking bread, spending time cooking with her partner, Paul, and playing with her dog, Angel. [Website: http://www.indiana.edu/~cipec/people/jess.php]

My Communication Philosophy:

In order to make this a successful a learning experience for all of us, I strive to be available to meet with students outside of class as much as possible. Therefore:

- I am in my office most weekdays between 8 am and 5 pm and my door is always open. Please feel free to stop by anytime with questions, comments or concerns about the class. My office is located in CIPEC, which is in the Mathers Museum Annex (the brick addition to the southwest of the main Museum). ***See map on next page for the location of CIPEC and the entrance to use.***
- Email me or talk to be before or after class if you want to schedule an appointment outside of office hours.
- Feel free to call or text me on my cell phone (this is my only phone number) during reasonable hours with questions or concerns.

WHERE IS CIPEC AND MY OFFICE?

CIPEC is a brick annex to the Mathers Museum, located at 408 N. Indiana Ave, between 8th and 9th Streets. Enter through the door on the north side, by the parking lot. CIPEC is on the second floor of the annex. My office is on the second floor: turn right after you go up the stairs on the second floor, and my office is room 227 on the right side (north side) past the restrooms. I also have a mailbox, which is also in CIPEC, on the second floor, to the left after you get out of the stairwell, wood boxes in the hallway. ***CIPEC building hours, when doors are (supposed to be) unlocked: 8 am – 5 pm.***