

San José State University
College of Social Sciences
Department of Environmental Studies
ENVS 144 California Wetland Controversies, Section #1, Spring 2017

Course and Contact Information

Instructor:	Dr. Gary A. Klee
Office Location:	WSQ 115A
Telephone:	(831) 454-8719 (Home Office Phone)
Email:	klegary@comcast.net You can reach him day, night, <u>and weekends</u> , and get a “ <u>same day</u> ” response, often within a couple of hours. Please do <u>not</u> use his SJSU e-mail site or SJSU phone.
Office Hours:	Fridays 9:00-9:20 a.m.; 12:30-1:20 p.m.; 3:10-3:40 p.m., and by special arrangement. Office hours are on a self-appointment basis. In other words, there is a sign up sheet on his office door. Important: <u>You must be signed up at least 2-3 days prior to your visit</u> , so that he can better plan out his day’s activities. Appointments are in 10 minute blocks. You <u>may</u> sign up for more than one consecutive time period.
Class Days/Time:	Fridays, 1:30-3:10 p.m.
Classroom:	WSQ 111
Prerequisites:	ENVS 1 or consent of instructor

Course Format

This is an undergraduate field course. Students may take ENVS 144 to fulfill *4-8 units toward the Department’s field requirement*; graduate students (with their advisor and Graduate Coordinator approval) may also take this course to satisfy the “Application Science” component of their MS program.

Faculty Web Page and MYSJSU Messaging (Optional)

Students are responsible for regularly checking MYSJSU Messaging, and Dr. Klee’s 144 files on Canvas.

Course Description

CATALOG DESCRIPTION:

Impact of agriculture, urbanization and other human land uses upon California coastal wetlands with emphasis on current environmental problems and controversies. State public agencies concerned with vital environmental problems and analysis of current environmental legislation. Prerequisite: ENVS 1 or consent of instructor. Ideally however, it would be best if you first had ENVS 10, 100W, and 117. **May be repeated for a maximum of 8 units.**

HOW THE COURSE WILL OPERATE:

Dr. Klee has recently finished a new manuscript about *California Coastal Wetlands*. The manuscript, if and when published into a book, is designed for the general public, especially conservationists, birders, hikers, kayakers, photographers, and open-space managers. The goal of the book is to help conserve wetlands through environmental education (i.e., public awareness). Students in this class are given the same assignment that he gave himself--same topic, same outline, same level of detail. The difference is that he and his wife (and their 3 Shih-Tzu's) traveled the entire state of California for over **6 years**, investigating all **15 counties and the S.F. Estuary**; you will be working in county research teams (e.g., 4-5 students assigned to Humboldt County) and have **3 months** to investigate just **1 county's wetlands**. Each team then provides feedback in seminar style to the class (i.e., we all teach and learn from each other). This is not your typical sit back, listen to a lecture, take an occasional note, prep for some exams, and write a simple 'Internet-Cut-and-Paste' term paper. Those that have tried that have failed.

QUESTIONS YOU NEED TO ASK YOURSELF BEFORE ENROLLING:

(1) Are you an *academically mature student* (undergrad or grad) that likes direction, but doesn't need your hand held through every step of the process? (2) Are you willing to get into your car and *travel at your own expense*, with a friend or family member to a designated coastal wetland, then explore it, photograph it, interview some officials about it, and report your findings (orally and in writing) back in seminar to the project team? (3) Since some of these sites will mean an overnight stay for 1-2 nights, are you willing to *camp or "motel-it" (at your own expense)* at a nearby accommodation so that you can at least be at the site for two-three days? The best days to be on site are mid week because you won't find any agency people working on weekends. (4) Are you interested in coastal issues, particularly wetlands, and *enjoy getting outdoors*, away from the computer screen? (5) Do you like to walk and photograph a piece of land? (6) Do you like to do the *detective investigative work* (kind of like being a CSI Investigator) of finding out what you can learn from related topographic maps, historical photographs, and current aerial photographs? (7) Do you like the idea of being *part of a research team* working on an important conservation topic? If you answer "Yes" to most of these questions, then ENVS 144 is for you! If the answer is "No," then Dr. Klee suggests you talk to your advisor about substituting another class.

RECOMMENDED COURSE:

ENVS 144 is an excellent course for undergraduate and graduate students pursuing an *environmental restoration, wildlife resource management, energy, water quality, open space & recreation, environmental education, or coastal resource management* focus in the ENVIS Department. The course is also strongly recommended for any student or general citizen that lives in California and has an interest in learning about [and hopefully working towards conserving/preserving] California's coastal environmental wetland heritage. It is also recommended for anyone interested in *nature and conservation photography*, because the course provides you an opportunity to get out and further refine your photographic skills.

Course Learning Outcomes (CLO)

Course goals and objectives:

- *To introduce students to the subject of wetlands, specifically the types & location of California coastal wetlands.*
- *To introduce students to the range of perspectives on wetlands—from the social science perspective of the geographer, urban planner, economist, & political scientist, to the science perspective of the biologist, botanist, and restoration ecologist, and to the artistic perspective of the nature photographer and landscape painter.*
- *To introduce students to the city, county, state, & federal government agencies involved with protecting wetlands, as well as the environmental and non-profit key players.*
- *To introduce students to the environmental issues and conservation strategies associated with wetlands.*

Upon successful completion of this course, students will be able:

- *Define the meaning of “wetlands,” provide an extensive list of wetlands in California, and describe the value of these lands to biodiversity and human society in a way that would engage a wide audience.*
- *Describe the range of public and private ownership and management of California wetlands, discuss the history of wetland protection, discuss the policies associated with wetland protection, and describe the implications of different types of ownership on wetland conservation.*
- *Use photographic and digital mapping tools wetland managers must know to implement conservations, tools such as photography, aerial photos and images, topographic maps, and GPS.*
- *Convey an understanding of wetland conservation by:*
 - a) *writing a detailed field analysis of a particular site that incorporates appropriate peer-reviewed and grey literature and critically analyze agency policies & conservation strategies, and*
 - b) *presenting this information in a comprehensive, interesting, & credible oral presentation.*

Required Texts/Readings/Supplies

REQUIRED MATERIALS:

- California Coastal Commission. 2003 (6th edition). *California Coastal Access Guide*. Berkeley: University of California Press. (Only 1 student in each county group needs to purchase this book).

- Turabian, Kate. 2008 (8th edition). *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. ISBN -13: 978-0-226-82638-8.
- Files on Dr. Klee's 144 Canvas page:

Warning: A major component of your seminar grade is having the reading materials before you, having studied them, and being prepared to discuss them. Showing up to class without these materials is one sure way to have your seminar grade end up in the "trash can."

Other Readings/Equipment

RECOMMENDED RESOURCES:

- Spray, Sharon L. & Karen L. McGlothlin. 2004. *Wetlands*. New York: Rowman & Littlefield Publishers. ISBN: (1) -7425-2569-4.
- California Coastal Commission. 1987. *California Coastal Resource Guide*. Berkeley: University of California Press. ISBN: 0 520-06186-1.

Course Requirements and Assignments

- Seminar Performance (Oral) = 50%
[Includes **daily participation & serious interaction** with your county group; **daily** reports on your progress; and oral presentation of the final project. Dr. Klee gives bonus points to students that find errors in his work; likewise, he takes off points for students that are not daily participating with their teammates in class. His T.A. will be keeping a record of this.]
- County Project (Written) = 50%
[Components written as a team (e.g., *Introductory Pages*) will receive the same grade; components written individually (e.g., *Manuscript Pages*) will be individually graded. All must be of professional quality, and according to the latest edition of Turabian: A Manual for Writers, and all course files and handouts.]
- **REQUIRED Elkhorn Slough Kayak Field Trip** (Approx. price \$27.00). **ONE LETTER GRADE OFF YOUR TERM GRADE FOR NOT ATTENDING**. An extra written assignment may be substituted for those not wishing to kayak the slough. An extra written assignment will be required if you miss the trip for any reason (e.g., sick, wedding, funeral, etc). Date of the trip: _____(TBA); Time: _____(TBA).

A SPECIAL CAUTIONARY NOTE ABOUT PARTICIPATION:

In this class, one simply does not arrive late nor miss class. Furthermore, participation means "engaging" in the class discussion and workshop activity not just sitting in your chair doing nothing. . Dr. Klee expects you to behave like a mature university student. While he cannot fire you the way a boss could, he can definitely fill out your "Seminar Performance Evaluation Sheet" accordingly. More importantly, your performance in ENV5 144 will determine whether he writes, or does not write, *a letter of recommendation* on your behalf for graduate school or a job.

Final Examination or Evaluation

During the regularly scheduled final examination period (Date, Time, & Place TBA), there are four activities: (1) Wetland Take Home Message; (2) Group Self-Evaluation; (3) Potluck Celebration; and (4) Unofficial Class Evaluation .

Grading Information

On Dr. Klee's 144 Canvas page, there are two rubrics—one for *Seminar Performance*, and one for the *County Project*. See above for how they are weighted.

Determination of Grades

- The points from you *Seminar Performance* and *County Project* are first tallied. Then, Dr. Klee may (or may or may) raise or lower the subtotaled points based on the following:
 1. Your group's self evaluation of each other.
 2. His own evaluation of such important intangibles as your attitude, improvement over the semester, initiative, motivation, dependability, and ability to work with fellow colleagues. In other words, he is always asking himself the following:
 - *Would he want to work with you as a colleague?*
 - *Would he write you a letter of recommendation if requested?*
 - *Would he offer you a job if he had a chance?*
- If you attended the required field trip, your grade remains the same. If you missed the required field trip, your final grade is reduced by one full grade.

Opportunity for Extra Points. Bonus points are given for errors you discover in his own work.

Classroom Protocol

Students are expected to attend and “engage” daily, and arrive on time. Your personal laptop and all course books and other materials are to be brought to class each session. Cell phones are to be turned off. And, without question, being courteous and respectful to all classmates is absolutely mandatory, in the classroom as well as traveling together to your field site.

University Policies

STATEMENT REGARDING REQUIRED HOURS FOR A 4-UNIT, IN PERSON COURSE. At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a 4 unit course, you can expect to spend a minimum of **8 hours per week** completing class-related assignments in addition to the in-person class meeting. For additional details, see file “*University Guidelines for Units/Workload*” on Dr. Klee's 144 Canvas page.

STATEMENT REGARDING DISABILITY: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the Accessible Education Center (AEC). Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. *[If you are aware of a disability now, register within the first three weeks of class. Do not wait until an assignment is due].*

STATEMENTS REGARDING CHEATING & PLAGERISM: It is the **student's responsibility** to be familiar with SJSU policies on cheating & plagiarism. See SJSU Home>CS 100W: Technical

Writing>SJSU Policies: Prerequisites. You must also be familiar with the ENVS 100W Instructor's Handbook on Plagiarism and Academic Integrity.

One example of cheating: 1.1.3.: “Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.”

One example of plagiarism: 1.2.1.: “The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work.”

THERE ARE MANY OTHER EXAMPLES. STUDY THE ABOVE DOCUMENTS, OR BE CAUGHT IN ONE OF THE GREATEST SINS YOU CAN COMMIT IN ACADEMIA, AND WATCH YOUR GRADE AND MORE IMPORTANTLY, YOUR REPUTATION, GO DOWN IN FLAMES. If you have questions, always ask prior to submitting any written document to the instructor.

ENVS 144/California Wetland Controversies/Course Schedule

The schedule is subject to change with fair notice. Students will be informed of any changes within a class period or via e-mail.

Date	Activity	Assignment Due
Fri. 1/27	<p>Introduction</p> <ul style="list-style-type: none"> A. Course description (Power Point Presentation) B. Pare down class if needed C. Discussion of what is due next session <p><i>[Gary: Bring laptop, DVD, and cords]</i></p> <p style="text-align: center;">--BREAK--</p> <p style="text-align: center;"><u>SAVING THE BAY</u> (VIDEO)</p>	<p>Print out all files on my 144 faculty web page (group activity is easier with hard copies). Bring your laptop to class daily for workshop activity.</p>
Fri. 2/3	<p>PART I: THE WETLAND FIELD PROJECT</p> <ul style="list-style-type: none"> A. What s a Wetland? B. Explain (1) <i>Nat. Wetland Inv. Map</i> and (2) <i>California Coastal Project Photo</i> <p style="text-align: center;">--BREAK--</p> <p>PART II COUNTY TEAMS PERMANENTLY ASSIGNED</p> <p style="text-align: center;"><u>SAVING THE BAY</u> (VIDEO Con't)</p>	<p>“What is a Wetland?”</p> <p>Autobiography cards with photos on back (2 bonus points today only)</p>

<p>Fri. 2/10</p>	<p>PART III PROGRESS REPORTS & STRATEGY SESSIONS</p> <p>[During Part III, the class meets every day unless otherwise indicated. You'll be meeting and working in your groups. I'll be going around answering questions. <u>Attendance/participation is absolutely necessary for a successful project</u> (i.e., poor attendance/participation with your county classmates = a "D" or "F" Project).</p> <p>CHECK: (1) <i>National Wetland Inventory Map</i> (2) <i>California Coastal Project Photo</i> from each group</p> <p style="text-align: center;">--BREAK--</p> <ul style="list-style-type: none"> ▪ Explain <i>Introductory Pages & Introductory Page References</i> ▪ SAVING THE BAY VIDEO (FINISH) 	<p>(1) National Wetland Inventory Map (2) California Coastal Project Photo)</p>
<p>Fri. 2/17</p>	<p>Explain <i>Line Drawing</i></p> <p style="text-align: center;">--BREAK--</p> <p>Explain <i>Emphasized Wetland and Associated Reference Pages</i></p>	
<p>Fri. 2/24</p>	<p>Explain <i>Maps, Personal Photographs, & Key Contact Page</i></p> <p style="text-align: center;">--BREAK--</p> <p>CHECK (1) <i>Introductory Pages</i> & (2) <i>Introductory Page References</i> (Hard copies only, not viewing on your laptop)</p>	<p>(1) Introductory Pages (2) Introductory Page References</p>
<p>Fri. 3/3</p>	<p>CHECK: Line Drawing (Actual hard copy, not viewing on your laptop)</p> <p style="text-align: center;">--BREAK--</p> <p>CHECK: All Wetland Maps (Actual hard copy, not viewing on your laptop)</p>	<p>Line Drawing</p> <p>All wetland maps</p>

<p>Fri. 3/10</p>	<p>CHECK: All personal photo prints to be used in your emphasized wetland (actual prints, not viewing on laptop)</p> <p style="text-align: center;">--BREAK--</p> <p>CHECK: Cross checking of (1) Intro Pages; () Intro Page References; (3) Line Drawing; (4) All Maps (5) Personal Photo Prints</p>	<p>Your original photos</p> <p>Cross check of the 5 items at the left</p>
<p>Fri. 3/17</p>	<p>CHECK: <i>Key Contact Page</i></p> <p style="text-align: center;">--BREAK--</p> <p>CHECK: <i>Appendix and Appendix References</i></p>	<p>Key Contact Page</p> <p>Appendix and Appendix References</p>
<p>Fri. 3/24</p>	<p>Turabian & plagiarism discussion. Bring your Turabian book</p> <p>Discuss how to submit CDs.</p>	<p>Study the Reference List (Author/Date) style in the Turabian book</p>
<p>Fri. 3/31</p>	<p>Cesar Chavez Day—Campus Closed</p>	
<p>Fri. 4/7</p>	<p>CHECK: Your completed <i>Emphasized Wetland & References</i></p> <p style="text-align: center;">--BREAK--</p> <p>CHECK: Your Separate <u>Primary Binder</u> (With Everything including CDs)</p>	<p>Emphasized Wetland & References</p> <p>Completed Primary Binder</p>
<p>Fri. 4/14</p>	<p>CHECK: Your Separate <u>Accumulated Data File Binder</u>:</p> <p style="text-align: center;">--BREAK--</p> <p>LAST DAY TO ASK ME ANY QUESTIONS (OR MY T.A.'s) REGARDING THE PREPARATION OF YOUR PROJECT (i.e., NO E-MAILS, PHONE CALLS, OFFICE VISITS).</p>	<p>Completed Accumulated Data File Binder</p>

<p>Fri. 4/21</p>	<p>*****ALL PROJECTS DUE <u>WITHIN THE 1ST 5 MINUTES OF CLASS</u>*****</p> <p>[CLASS MEETS AT THE BLUE TABLE IN WSQ 115]</p> <p>*****<u>ONE LETTER GRADE OFF PER DAY (INCLUDING WEEKDAYS AND HOLIDAYS) FOR LATE PROJECTS</u>*****</p>	<p><u>100% completed final project. I do not accept incomplete projects. I do not give out INC grades.</u></p>
<p>Fri. 4/28</p>	<p>PART IV COUNTY PRESENTATIONS</p> <p>County Name: _____</p> <ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ <p>County Name: _____</p> <ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ <p>County Name: _____</p> <ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ 	

Date	Activity	Assignment Due
Fri. 5/5	<p>FIELD PROJECT PRESENTATIONS CONTINUE</p> <p>County Name: _____</p> <ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ <p>County Name: _____</p> <ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ 	
Fri. 5/12	TBA	
	<p><u>FINALS WEEK. Date/Time/Room TBA.</u></p> <p>PART V. ANALYSIS & CONCLUSION</p> <p>A. <u>Potluck Party & Entertainment</u> [Each student gives a 60 sec. summary “Take Home Message” about their wetland (e.g., what is unique about your site in terms of environmental issues or conservation strategies, etc.)]</p> <p>B. <u>Group self evaluation & course unofficial</u></p>	