

# **Forests Through Time and Space- Fall/Winter 04/05**

## **Student/Faculty Covenant**

### **SUBJECT MATTER AND GOALS**

#### **General Goals**

This all-level program will give students a solid background in forest ecology, evolutionary biology, and the socio-political forces that have shaped forest ecosystems. Central questions we will explore are:

- What is a forest?
- How do we describe forests?
- How do forests change over time and space?
- What forces in current time and throughout history have shaped the forest ecosystems and the organisms within them?
- How have these forces acted on landscapes, forests, communities, species, populations, individuals, and genes?

This program will examine these forces that operate on many different levels of scale-from landscape to organism. These include abiotic factors such as the underlying geology and climatic influences, as well as biotic factors such as competition, succession and resource availability. In addition, we will consider evolutionary forces that shape organisms and their behavior, both in plants and animals, and attempt to explain current observations in terms of evolution and adaptations. A wide range of forest ecosystems-from tropical to boreal-will be used as examples to explore various processes.

Humans have impacted all of the world's forests. Because of the dominant role of humans in global ecology, we also will examine some of the underlying social and political forces that have shaped forests. Students will have opportunities for further growth in written and oral communication, critical reasoning, library research, and fieldwork

Fall quarter will focus on introducing students to the local forest ecosystems, the principles of evolutionary biology and terrestrial community ecology, and field techniques. Winter quarter will focus more on how social and political forces impact forests worldwide. Students will be expected to undertake a significant independent project in the winter.

#### **Expectations for Student Learning**

By the end of the program, we expect that you will have demonstrated proficiency in and/or knowledge of:

- Methods and processes of science
- Evolutionary processes that drive population-level change, including but not limited to: natural selection and competition, gene flow, genetic drift, and mutation;
- Origin of species, species concepts, and speciation;
- Principles of forest ecology;
- Similarities and differences between temperate and tropical forest systems;
- Biogeochemical cycles on a global, regional, local, and ecosystem level;
- How forests vary through time and space;
- Identification of all the major tree species in the PNW;
- Skills for working effectively in groups;
- Accessing primary scientific literature and the ability to critically read published research;
- Scientific methods for creative problem solving;
- Library research skills;
- Critical thinking as demonstrated through writing projects and discussions.

Mastery of these topics will be demonstrated through discussions, group activities, and your portfolio which will include your notes, answers to study questions, weekly take-home quizzes, and other written work. In addition, your participation in workshops and in the field trips will be important. The quality of work, level of understanding, effort and extent of improvement all will be important in evaluation.

In addition, we expect that you will make significant progress towards fulfilling the “Expectations of an Evergreen Graduate” which are listed below. You will be asked to reflect on your progress towards them in your evaluations.

- Articulate and assume responsibility for your own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, and critical thinking
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

## **COMMITMENTS OF THE FACULTY TO THE STUDENTS**

We agree to enter into a learning community with you and the other students and to:

- Prepare for, participate in, and guide learning from lectures, workshops, discussions of the texts, field trips, group and individual projects;
- Read, evaluate, and return your work with reasonable dispatch;
- Respond to students’ questions and concerns about the material, pace, and/or organization of the program;
- Be available for individual student concerns;
- Keep students informed about their progress and notify each student by the end of the fifth or sixth week of the term if her/his work is not satisfactory;
- Be aware of our own needs as scholars and as human beings, reserving the right to reevaluate and adjust the pace of the program should it be deemed necessary to achieve personal and program goals;
- Provide for a written evaluation of each student’s work at the end of each term following the guidelines of section 7.620 in the Faculty Handbook.
- Support your overall academic interest.

## **RESPONSIBILITIES OF BOTH STUDENTS AND FACULTY**

Promote a cooperative and supportive atmosphere within our program that helps to ensure that all people have the opportunity and encouragement to speak freely; treat each person with civility and respect, especially when disagreeing with the person’s ideas, attitudes or assumptions; and remain sensitive to any issues of racism, classism, sexism, homophobia or other forms of discrimination with the program context.

## **FACULTY EXPECTATIONS OF STUDENTS**

We expect a high degree of personal commitment from you—to your own learning, to group work, and to the class as a whole. The basic assumption of this course is that learning results from a continuing process of rational discourse. Within the course there are both opportunities and responsibilities. You have opportunities to learn about a variety of subjects and your responsibilities are to maximize your learning from the course, maximize the learning of your classmates, and apply what you have learned.

## STUDENT RESPONSIBILITIES

1. **Come on time to all lectures, seminars, and laboratories**—with any assigned readings, problem sets, or written work completed. **JUST SAY NO TO “EVERGREEN TIME!”** This class is structured around interactive discussions. Your presence is crucial, both for yourself and for your classmates. Furthermore, it is rude, selfish and insensitive to expect others to wait for you to show up. If you miss a few days because of illness or emergency, please contact us as soon as possible. Otherwise we will assume you are goofing off. We recognize that “Life Happens” and that, from time to time, emergencies may arise...usually we can work something out.
2. **Carefully read all written material passed out in class.** We spend a great deal of time anticipating your questions and developing handouts to assist your learning—**Read them!** If you have questions or something is unclear, ask!
3. **Turn in all required assignments on time.** You should not expect the faculty to read or comment on work received late and if lateness is a continual problem, it will be noted in your evaluation.
4. **Discuss any problems or issues with the involved parties as soon as possible.** During this program, you may experience problems that affect your understanding and progress. If another student is involved, discuss the situation with him/her. If you cannot reach a mutually agreeable resolution, or if the faculty are involved, please come and talk with us ASAP. It is much easier to resolve these situations early instead of letting them grow and fester.
5. Show a positive, cooperative attitude towards the faculty, other students, and the program as a whole—this is of primary importance in this program. We will depend on students working together and helping one another. Those who understand are encouraged to help those who don't. Share what you know in such a way so as not to belittle others for not knowing.
6. Maintain a portfolio of **all** your work neatly organized first by topic (e.g. workshops, study questions etc) and then by date within each topic.
7. Participate fully and cooperatively in group activities, including workshops, labs, and study groups. Inform us promptly of difficulties, confusions, and problems with any aspect of the program.
8. Write a detailed, thoughtful self evaluation that reflects achievement in the program at the end of the term. These self evaluations will become the basis of your final evaluation.
9. Write a thoughtful faculty evaluation at the end of the term and deliver it to us or the program secretary by the time of the evaluation conference at the end of the term. Evergreen is based on mutual evaluation and this is an important component of your education. **We will not award credit until you have turned in both a self and faculty evaluation.**
10. If you have a health condition or disability that may require accommodations in order to effectively participate in this class, please contact the faculty after class and/or Access Services in Library 1407-D, 867-6348

## REQUIREMENTS FOR AWARDING OF CREDIT

Credit will be awarded for participating in and completing the entire body of work for the program. Evaluations will be based on: attendance, participation in class, written work, and performance on examinations. The quality of your work, the level of your understanding, and the extent of your improvement will all be reflected in your evaluation. A comment about promptness or lateness of work will be included in your evaluation. **All work must be completed by the end of the term.**

1. Each student who regularly attends and participates in lectures, labs, workshops, and other scheduled activities, who completes the exams and all assignments, and who turns in self and faculty evaluations—all with acceptable content and quality—can expect to receive full credit (see Credit Requirements Checklist for specific details).

2. Any student whose work appears not to be meeting standards for credit will be so informed by the faculty in writing by the end of the fifth or sixth week of the term with suggestions for improvement. However, students who do not receive a written mid-term warning may be denied credit based on unsatisfactory performance after the fifth week.
3. Any student who plagiarizes material through failure to attribute and acknowledge sources or through failure to acknowledge joint authorship, or who cheats on quizzes or exams is liable to lose all credit for the quarter.

If you wish to challenge your evaluation, you should follow the procedures outlined in the Student Handbook. The first step is to meet with us to present and discuss your objections. **Satisfactory completion of all the course work is expected for full credit.** In rare cases, partial credit will be awarded for partial completion of the course work.

**Incompletes** generally will not be granted. They will be considered only in very extenuating circumstances. Incompletes may be given in case of illness, but a physician's written notification will be required. Such incompletes must be completed by the 5<sup>th</sup> week of the subsequent quarter.

## CREDIT REQUIREMENTS CHECKLIST

In order to receive full credit, students must :

- Attend all lectures, labs and field trips
- Participate in all workshops and labs
- Complete all study questions, workshops, and labs in a timely manner
- Complete your independent project
- Pass all exams
- Write a self evaluation
- Write faculty evaluations for each faculty member

## GETTING "THE BOOT"

A student may be asked to leave the program for failure to meet the responsibilities and guidelines set forth in this covenant or for behavior that is consistently disruptive, antagonistic, or inimical to the conduct of the program. **Use of drugs or alcohol during any program activities or attending program activities under the influence of drugs or alcohol constitutes grounds for immediate dismissal from the program.**

A student who is doing unsatisfactory work or seems to be out of touch with the program's goals may be advised to leave but not forced to do so. We will make a reasonable effort to help such students overcome their difficulties. A student who is asked to leave and wishes to appeal may do so by arranging to meet with us to discuss the matter. Our decision after this meeting will be binding. The usual avenues of higher appeal remain open, of course.

## ACKNOWLEDGMENT OF COVENANT

Your continued enrollment in this program will serve as your acknowledgement, acceptance and agreement to the conditions outlined herein.