



UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF FORESTRY
FORESTRY 100: SUSTAINABLE FORESTS
FALL SEMESTER 2011

Instructor: Dr. Howard Harshaw
harshaw@interchange.ubc.ca
(604) 822-3970
FSC 2214

Lectures: Mondays and Wednesdays 2:00 – 3:00 (IBLC 261)

Discussion Sessions: Tuesday / Thursday 3:30 – 5:00 (FSC 1003).

Office Hours: Tuesdays and Thursdays 1:00 – 2:30.

Course Web: <http://frst100.forestry.ubc.ca>

Teaching Assistants Kyle Hilsendager

COURSE OUTLINE AND SYLLABUS

Traditionally in North America, the management of forested lands has been primarily concerned with the effective and efficient harvest of timber. However, there has been a shift in forest management to a more holistic paradigm that recognizes the value of non-timber forest amenities including aesthetics and outdoor recreation. While the continued extraction of one of the world's most significant renewable resources is an important aspect of modern forest management, it is no longer sufficient for this to be the sole concern of the forester.

This course is an overview of forests and forestry. We will examine some of the different disciplines, areas of study, and values that frame the sustainable management of forests in BC and the world.

An underlying theme of this course is that perspective matters. There are many different ways of looking at (and understanding) forests. Being comfortable with the different perspectives of forests and forestry is critical for becoming a forest (or other natural resource) manager.

Course Schedule

Week 1	September 5 – September 9	<ul style="list-style-type: none"> • Introduction to the Course.
Week 2	September 12 – September 16	<ul style="list-style-type: none"> • What is a Forest? What is Forestry? • Forest Biomes of the World 1. • Discussion: <i>Finding your way around the Forestry Faculty.</i>
Week 3	September 19 – September 23	<ul style="list-style-type: none"> • Forest Biomes of the World 2. • Discussion: <i>What is a Forest? Field Trip to Pacific Spirit Park.</i>
Week 4	September 26 – September 30	<ul style="list-style-type: none"> • History of Forestry. • What Goods & Services do Forests Provide? • Discussion: <i>Writing Essays.</i>
Week 5	October 3 – October 7	<ul style="list-style-type: none"> • What is Forest Conservation Anyway? • Management of Forests/ • Discussion: <i>Stanley Park.</i>
Week 6	October 10 – October 14	<ul style="list-style-type: none"> • Mid-Term Exam Review • Discussion: <i>Library Information Session.</i>
Week 7	October 17 – October 21	<ul style="list-style-type: none"> • MID-TERM EXAM • Recreation Opportunities.
Week 8	October 24 – October 28	<ul style="list-style-type: none"> • How Do Trees Produce Wood? • What is Science-Based Forestry? • Discussion: <i>UBC Farm.</i>
Week 9	October 31 – November 4	<ul style="list-style-type: none"> • Interaction of Forests & Water. • What is Biodiversity? • Discussion: <i>Mid-term exam.</i>
Week 10	November 7 – November 11	<ul style="list-style-type: none"> • Sustainable Forest Management Certification. • Global Trends in the International Trade of Forest Products 1. • Discussion: <i>Wood Products: Engineered Lumber Composites.</i>
Week 11	November 14 – November 18	<ul style="list-style-type: none"> • Global Trends in the International Trade of Forest Products 2. • Competing Uses: Land-use Planning. • Discussion: <i>Canadian Forest Issues.</i>
Week 12	November 21 – November 25	<ul style="list-style-type: none"> • Global Forest Issues. • New Directions on Forest Products. • Discussion: <i>Ethics.</i>
Week 13	November 28 – December 2	<ul style="list-style-type: none"> • Sustainable Forest Management. • Course Summary. • Discussion: <i>Questions / Open Discussion.</i>

COURSE EVALUATION

Participation	15%	See note below.
Essay	30%	Draft Due: Monday, October 31 (10%). Final Due: Wednesday November 29 (20%).
Mid-term exam	25%	Monday October 17.
Final exam	30%	In regularly scheduled exam period.
	<u>100%</u>	

Participation Mark

It is important that students are engaged in the course. This can be difficult to do in a large class like FRST 100. This year, we will explore topical issues about forestry in British Columbia by comparing the opinions and attitudes of FRST 100 students with those of British Columbia residents. There will be 10 topical question sets throughout the semester (typically 3-5 questions each); it is expected that students will answer these questions. The attitudes and opinions of FRST 100 students will be compared to survey data from a variety of forestry research projects that have been conducted over the last 5 years; although there are no "right" or "wrong" answers, we should be able to have some interesting discussions about the results in class.

This is how the Participation Grade will be assessed:

Attendance at the Field trip to Pacific Spirit Park: 2.5%

Attendance at the Library Information Session: 2.5%

Participation in the 10 "Topical Questions" exercises: 1% for each question set answered (10% total).

READINGS / RESOURCES

1. **Aldo Leopold: *The Land Ethic***. Search the Internet or Library for your own copy of this essay.
2. **Gifford Pinchot: *Principles of Conservation***. Search the Internet or Library for your own copy of this essay.
3. **Godsall, D. 2006. *A Writing Guidebook for the Natural Sciences*. Vancouver: UBC Faculty of Forestry.**

This is **highly recommended**, but you do not need to purchase it. This course emphasizes good writing. This book will help you to write well at the level expected of university students. It is available from the front desk at the Forestry Dean's Office (\$10.00 each) and online at:

www.forestry.ubc.ca/Portals/0/docs/Writing_Guidebook.pdf

4. **Baca, P. and A. McPhee. 1999. *Plagiarism Avoided: Taking responsibility for your work*. Vancouver: UBC Faculty of Arts.**

This booklet is also highly recommended. **PLEASE NOTE THAT ALL STUDENTS IN THIS COURSE MUST READ "PART 1: WHAT IS PLAGERISM" (PAGES 2 – 7)**. This booklet is available at the UBC Bookstore and online at:

www.arts.ubc.ca/faculty-amp-staff/resources/academic-integrity/resources/plagiarism-avoided.html

5. **There may be additional readings that will be passed out in class; these readings will also be available on the course web site.**

A NOTE ON THE GRADING OF WRITTEN ASSIGNMENTS

The underlying assumption of the grading of written assignments is that they be of academic quality (this is after all a second year course). Both academic work, and the work that you will do when you complete your degrees, require that you be able to communicate ideas effectively, efficiently, and clearly.

It is important that you proofread all of your written work (and/or have someone else do this) - this helps you catch errors in style and format, and enables you to revisit your arguments. Also be conscious of how your work sounds - read it out loud if you have to; if it sounds funny, or if you have trouble understanding what you meant, chances are that others will too.

Written assignments are evaluated based on three components: Style, Format, and Content. The breakdown of these components will be detailed for each assignment.

Style

Style incorporates technical proficiency, including using correct grammatical structure and the correct use of spelling and punctuation. The style that you adopt should be formal and in keeping with academic writing. Style also includes the approach and technique that you employ in your prose - this is akin to your "voice". Sentences, paragraphs, and sections should flow together and not be fragmented ideas slapped together. Your writing should convey information in a useful, easily understood manner. The purpose of writing is communication: how well did you do this?

Format

The format that you use in your written assignments is important - format can help to communicate ideas clearly, but can also be seen as complying with convention(s). Written reports, memos, position papers, summaries, etc., all have conventional formats. These include distinct sections containing: introduction, methods, discussion, conclusion, references; other sections may also be required depending on what you are doing. If you are given an outline to follow, it is important that you use it. The use of distinct sections helps to make it easier for your reader; it also can help you to develop your ideas.

Content

The content of your written assignment is important, as it outlines your work, your assumptions, your arguments, and your findings. This component allows you to present information that supports your argument, present work that you have done, and document how you came to the conclusions that you did. Some of the things that will be assessed when grading your assignments are: Do your arguments, assumptions, premises, and conclusions have a logical flow? Do you make any factual errors? Have you missed a key issue or concern? For the purposes of marking your work, the use of references (literature cited) is included in the Content component. At its root, academic work is "standing on the shoulders of giants", or building upon work that has been done before. It is important that you document both what information came from what source, and what that source is. While the Internet does archive a lot of information, it is not the only source of information, and in some cases the information that it does contain may not be credible. It is important that you use a diversity of sources - this allows you to check that the information that you have is correct and demonstrates that you have an understanding of the subject that you are writing about. Do not directly quote something that can be paraphrased unless the wording is particularly important (writing a good paper is more than cutting and pasting ideas from other sources - it is distilling appropriate facts and ideas and linking them with your own thoughts and arguments).

Late Assignments

Late assignments will be accepted up to three days after the due date. A penalty of 10% of the assignment's grade will be applied for each late day. After three days, a zero will be recorded as the grade for the late assignment.

Plagiarism

Plagiarism, as defined in the *UBC Regulation on Plagiarism*, carries a penalty of zero for the assignment concerned. Please see:

<http://www.arts1.arts.ubc.ca/arts-one-program/ubc-plagiarism-policy.html>

STANDARDS FOR ALL ASSIGNMENTS

All assignments must conform to the following standards:

- **Double-spaced.**
- **12 point font in New Times Roman or 10 point font in Arial.**
- **One space** between paragraphs **with no indent** on paragraphs **OR no space** between paragraphs but a short (half inch) **indent** on paragraphs.
- **Citations** should be included in the text (e.g. Smith 2004) and fully listed in a “References” section on a separate page at the end of your assignment.
- References must be listed in the **exact style** prescribed for the course. See “How to cite references in this course on pages 11 – 13.
- No cover page. Simply put your name, student number, and a title at the top of the first page.
- Include **page numbers** on your book review and term paper, although a page number is not required on the first page. Page numbers are not required on the one-page short essays because there is only one page.
- Submit your assignment to **Turnitin.com** by 12:00 midnight of the due date. Turnitin.com provides us with a submission time for each essay. We use this time to determine if your assignment was submitted on time.
- There is no need to hand in a paper copy of your assignments – everything will be done digitally.

Special Note:

All assignments must meet an acceptable standard of writing quality. Assignments that do not meet an acceptable standard will be rejected. One opportunity will be offered to rewrite and resubmit the assignment so as to meet an acceptable standard. **An acceptable revision will be graded from a maximum of 75%. Two rejections will result in a zero for the assignment.**

ESSAY GUIDELINES

Objectives: The 4-5 page essay is intended to serve three main purposes:

- To help you to clarify some of the main concepts of the course. There's nothing quite like having to write an idea down to help you clarify and organize your thoughts.
- To help you keep 'up to speed' on the lectures. Fully understanding the concepts covered in the Short Essays will help you to appreciate some of the more subtle points in subsequent lectures.
- To give you practice in writing. Learning how to write well is a skill that takes years to develop. The Faculty of Forestry has placed special emphasis on helping students learn to write well. Forestry 100 is a required course for nearly everyone in the Faculty of Forestry. So in this course we emphasize writing skills. Lots of practice combined with appropriate feedback is the best way to learn to write well. The Short Essays are intended to provide you with lots of practice; the Graduate Teaching Assistants and the English Assistants can provide you with feedback. David Godsall's *A Writing Guidebook for the Natural Sciences*, published by the Faculty of Forestry, can help you understand the basic principles of good writing. Universities, especially UBC, have higher standards for writing than do high schools. If this is your first or second year at UBC, you must learn to write acceptably well (if you haven't already) as soon as possible.

Content: For each short essay assignment, a question will be announced in class. Your essay will be your answer to the question. **Format:** Please ensure that each of your essays conforms to the "Standards for all assignments" on page 5 of this course syllabus.

Hints:

- State your main idea in the first paragraph (preferably in the first sentence).
- Don't be afraid to use the first person. For example, feel free to write something like this: "In this essay, I argue that ... " or "I cannot support Leopold's conception of the 'biotic community' for the following reasons."
- Try to get used to writing in the active voice, as compared to the passive voice. For example, "We discovered that..." is using the active voice, while, "It was discovered that..." is using the passive voice. If you use the active voice, you will have a better chance of making your essay sound fresh and interesting (which might influence your grade); the passive voice tends to sound boring.
- Use David Godsall's *A Writing Guidebook for the Natural Sciences* to help you with sentence structure, paragraph structure, and essay structure.

HOW TO SUBMIT YOUR WRITTEN WORK USING TURNITIN.COM

NOTE: All assignments must be submitted electronically on the web using www.turnitin.com. There are no paper copies of assignments handed in or handed back in this course (it's about conservation after all!).

Here are the steps you will need to follow:

1. **You will need an email address.** If you do not have an email address already, you can obtain a UBC address from your home faculty.
2. **You will need access to a computer** to write your essays and other assignments and to submit them to us. If you need access to the Faculty of Forestry's student computer labs, please let us know.
3. **Prior to submitting your first assignment**, you need to register with www.turnitin.com and join the FRST 100 class. It's pretty straight forward¹:

To submit your paper on www.turnitin.com, you will need to create a unique "user profile", consisting of a username (e-mail address) and password.

Please note: Information submitted to Turnitin is stored in the United States. In order to protect your privacy, please follow these instructions:

- Create an anonymous email address using one of the available free services.
- Go to www.turnitin.com. Select **CREATE ACCOUNT** on the top right.
- Under **CREATE ACCOUNT** select **STUDENT**.
- Enter the **CLASS ID** and **ENROLMENT PASSWORD** given to you by your instructor.
 - The **CLASS ID** is: **4306908**
 - The **ENROLLMENT PASSWORD** is: **fsc1003**
- Create an alias or pseudonym. Please remember to let your instructor know your alias.

Now you will be able to submit assignments for your course to the service.

Please ensure that there is **no identifying information** (this includes your name and student number) included in the text of any assignment that you submit to Turnitin.

You can submit a paper in two ways:

- By file upload (used to submit a paper as a computer file; Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats)
 - Please remember to delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove the metadata from Microsoft Word:
 - In Microsoft Word (Windows), you can remove the hidden data by using Microsoft Word's Document Inspector
 - In Microsoft Word (Mac), you can remove the hidden data by clicking on Word > Preferences > Security, then selecting Remove personal information from this file on save
- By cut and paste (used to submit a paper by cutting and pasting the text into a text box)

¹ This information was copied from UBC's *Turnitin Wiki*: http://wiki.ubc.ca/Documentation:Turnitin_Basics/Elearning

4. To submit each assignment, follow these steps:

- Go to the Internet and locate www.turnitin.com.
- Login by using your email address and your personal password.
- A page showing “your classes” will be displayed. Click on FRST 100.
- A new page will show up with a button labeled **SUBMIT**. Click on it.
- Select the assignment by using the **SELECT AN ASSIGNMENT** button.
- Enter your assignment by either:
 - (a) Uploading your essay using the **BROWSE** button; or
 - (b) Using the “cut and paste” box. Turnitin.com will also ask you for the title of your assignment.
- Click on **SUBMIT** and we will receive your assignment.

POLICIES FOR THIS COURSE

1. **Turnitin.com:** All written assignments except the midterm and final exams must be submitted electronically by using Turnitin.com. The University of BC subscribes to this widely used program. Each assignment you submit will be compared to everything available on the Internet and all student assignments previously submitted from around the world, including other classes at UBC and former FRST 100 classes. Turnitin.com generates a report on each assignment in which anything copied from other sources (paragraphs, sentences, or parts of a sentence) is highlighted in color, and the source of the copied material is listed. We will be using these Turnitin.com reports to grade your assignments.
2. **Short essays:** Short essays submitted after the due date will be downgraded at the rate of 10% a mark per day for three (3) days (including weekends). **After three days, late assignments will not be accepted.**
3. **Book Reviews:** Book review summaries and book review evaluations submitted after the due date will be downgraded at the rate of half a mark per day (including weekends).
4. **Midterm:** No make-up midterm examination will be offered for this course unless you provide a note from a medical doctor. If such a note is provided, an opportunity to make up the missing 15% of the course may take the form of an alternative midterm exam, or another form of assignment, at the instructor's discretion.
5. **Final Exam:** No make-up final examination will be offered for this course unless you provide a note from a medical doctor. The doctor's note must certify that you were unable to attend the final examination because of medical reasons. A make-up exam will be offered at a date, time, and place to be determined between the instructor and any students who meet the medical-doctor's note criterion.
6. **Passing the course:** You must pass the final exam to pass the course.
7. **Plagiarism:** Plagiarism will not be tolerated in any assignment. See the University of B.C.'s policies on this topic at: <http://www.arts1.arts.ubc.ca/arts-one-program/ubc-plagiarism-policy.html>.

HOW TO CITE REFERENCES IN FRST 100

In the text of your essay:

- **Ideas:** If you use someone else's idea, then place only the NAME and YEAR in brackets after you paraphrase (*i.e.*, express in your own words) the author's idea.
 - *Example:* We are now in the beginning of the sixth major mass extinction event of all time (Pimm and Brooks 1997).
- **Quotations:** If you use someone else's words, then place those words in quotation marks and then put the NAME, YEAR, and PAGE NUMBER(S) in brackets immediately after the quotation.
 - *Example:* In the past, the concept of biodiversity had "a knack of eluding definition" (Magurran 1988: 1)

In the "References" section of your essay:

The final section of your essay should include a "References" section in which you alphabetically list the references you cited in the text of your essay. *There are very specific rules for listing these references.* Follow the rules in the table below, and follow them *exactly*.

Please refer to the attached table, "Reference Style for FRST 100."

Reference Style for FRST 100

Type of publ'n	Name(s)	Year	Title	Location and name of publisher	Page numbers	Comments	Ex.
Authored book	Surname, Initials. If more than one author use reverse order: Initial, Surname on 2 nd and subsequent authors	Yes	Capitalize Main Words in Title and Place in <i>Italics</i>	City: Publisher	No		1, 2, 3
Edited book	Surname, I.	Yes	Capitalize Main Words in Title and Place in <i>Italics</i>	City: Publisher	No	Put (ed.) or (eds.) after editor(s) name(s)	4, 5
Chapter in edited book	Surname of chapter author(s), Initials.	Yes	No italics; lower case words.		Yes	After title of chapter, put: Pp. aaa – bbb in Surname, I. <i>Title of Book in Italics.</i> City: Publisher.	6
Article in journal	Surname, I.	Yes	No italics; lower case words.	<i>Journal Title in Caps and in Italics</i>	Yes		7
Government document	Name of individual if possible; otherwise name of government	Yes	Same as book, see above	City: Name of gov't AGENCY	No		8
Web source	a) Name of individual if possible; otherwise b) Title of web page	See comments	Title if name of individual used; otherwise not req'd (see Name(s))	Cite the full URL		At the end of the citation put: Accessed on day, month, year	9
Personal communication	Do not cite in References section. Use a footnote. See below ²						See footnote ³

² Surname, Initials or given name. Affiliation. Day, month, year. Personal communication (or Pers. comm.).

³ Wood, Paul. Associate Professor, University of British Columbia. 18 October 2005. Pers. comm.

Examples of Reference Styles.

Example	In 'References' section	In text
1	Williams, M. 2003. <i>Deforesting the Earth: from Prehistory to Global Crisis</i> . Chicago: University of Chicago Press	(Williams 2003)
2	Gutmann, A. and D. Thompson. 2004. <i>Why Deliberative Democracy?</i> Princeton: Princeton University Press.	(Gutmann and Thompson 2004)
3	Cashore, B., G. Hoberg, M. Howlett, J. Rayner, J. Wilson. 2001. <i>In Search of Sustainability: British Columbia Forest Policy in the 1990s</i> . Vancouver: University of British Columbia Press.	(Cashore et al. 2001)
4	Scherer, D. (ed.). 1990. <i>Upstream/Downstream: Issues in Environmental Ethics</i> . Philadelphia: Temple University Press.	(Scherer 1990)
5	Woollard, R.F. and A.S. Ostry (eds.). 2000. <i>Fatal Consumption: Rethinking Sustainable Development</i> . Vancouver: University of British Columbia Press.	(Woollard and Ostry 2000)
6	Parminter, J. 1998. Natural disturbance ecology. Pp. 3-41 in Voller, J. and S. Harrison (eds.). <i>Conservation Biology Principles for Forested Landscapes</i> . Vancouver: University of British Columbia Press.	(Parminter 1998)
7	Wood, P.M. and L. Flahr. 2004. Taking endangered species seriously? British Columbia's species-at-risk policies. <i>Canadian Public Policy</i> 30: 381-400.	(Wood and Flahr 2004)
8	Government of British Columbia. 2002. Setting Priorities for the Identified Wildlife Management Strategy. Victoria: BC Ministry of Water, Land and Air Protection.	(Government of BC 2002)
9	Committee on the Status of Endangered Wildlife in Canada (COSEWIC). http://www.cosewic.gc.ca/eng/sct5/index_e.cfm Accessed 22 May 2005.	(COSEWIC 2005)

THE GRADUATE TEACHING ASSISTANTS' ROLE

We thought you might want to know some of the details about the role of the Graduate Teaching Assistant. They can be very helpful. Please get to know your TAs.

What is a Graduate Teaching Assistant (GTA)?

- A GTA is a graduate student who is paid to help an instructor with a class.
- A GTA's main duties are to meet with students and to grade assignments.
- A GTA has office hours when she is available to meet with you.
- A GTA is a resource person for both the instructor and the class.

What can a GTA do for you?

- For some of you, this is your first year at the University of BC. You may have general questions about how things work here. The GTA may be able to answer some of your general questions about UBC and the Faculty of Forestry, or guide you to someone who can.
- The GTA can help you refine your ideas and topics for assignments and term papers. Once you decide on a topic, s/he can help you think about how to make the topic relevant to the assignment and to the course, and help you determine the scope of your paper.
- If you're having difficulties – with writing or with any number of things related to the course – the GTA can either help you directly or suggest other sources of help. There are a number of useful services available on campus.
- The GTA can discuss and help explain class concepts, or perhaps give a different perspective on a topic.
- Also, the GTA can provide feedback. Feedback – usually in the form of comments the instructor or the GTA writes on your assignments, or a meeting where you can discuss your assignment – is meant to give you an idea of what you did well and how you might improve your next assignment.

What a GTA cannot do for you:

- Your assignments – that's your job. However, s/he can help you to understand what is required of you for the assignment and help you organize your thinking about it.
- While the GTA can help you to refine topics for assignments and papers s/he cannot supply you with topics for term papers - that's your job too. Coming up with an appropriate term paper topic is part of the assignment (and sometimes the most difficult part of writing a paper!). So, if you want to discuss topics, do some work beforehand (*i.e.*, prepare a list of topics you can discuss with the teaching assistant).
- Edit drafts of assignments or papers before you hand them in. This would be fair only if we could offer this service to everyone in the class and that would require too much time. However, we highly recommend that you leave enough time before an assignment is due to ask others (in the class, friends, in your family) to read over and edit what you have written and tell you honestly what they liked about your writing and what wasn't clear. It's scary, but it can often improve your writing (and sometimes your grade...).
- Counsel you on (or solve) personal problems. However, depending on the problem, a GTA can probably direct you to somewhere on campus where you can get help. Of course, you can also ask the instructor about where you can get appropriate help.

What the GTA looks for when marking:

In addition to the specific requirements of each short essay, book review, and term paper, here are some general things she keeps an eye out for when marking:

- Critical thinking – this falls into two general categories:
 - a) How you interpret and use information. There is tremendous amount of information available on almost any topic, but not all of it is of the same quality. Thinking critically about this information means that you are considering where the information came from, what biases the author might have, what other points of view might exist, and how well the author constructed his/her argument.
 - b) How you construct your essay and argue your case. We look for an initial statement (one sentence, or perhaps a short paragraph, stating what you will be writing about), and a logical series of paragraphs or statements that lead up to your final conclusion. For more on constructing essays, please read the following article:

Lertzman, K.P. 1995. Notes on writing papers and theses. *Bulletin of the Ecological Society of America* 76: 86 – 90. A copy of this article will be handed out in class.
- Improvement – we like to see evidence that you are using the feedback you get to improve your writing and the clarity of your thinking – after all, that's one of the purposes of this course.
- Plagiarism – this is when you take someone else's work or ideas and lead others to believe that these things are your own. This can be done on purpose or by accident (*i.e.* forgetting to provide a reference for an idea or a quote you borrowed from someone). Either way, plagiarism is serious, but with a little care and effort, it can be avoided. **Everyone should be familiar with UBC's policy on it:** <http://www.arts1.arts.ubc.ca/arts-one-program/ubc-plagiarism-policy.html>.