

FOR440 Timber Stand Management / Service Learning

Instructors:

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Class Times:

One 1-hour lecture (FOR 206): W 11:00 – 11:50
Lab (FOR 206 or Field): W 12:00 – 5:50

Required Text:

Water Quality BMPs for Montana Forests.

Required Equipment:

Hunter orange or other high-visibility outerwear (required after Oct. 21)

Prerequisites:

FORS 202 Forest Mensuration
FORS 341 Timber Harvesting and Roads
FORS 349 Silviculture

Course Description:

“The management and manipulation of the timber resource on private lands to reach multiple objectives, with a focus on the planning of forest operations.”

These goals will be met through a hands-on, semester-long, group-based service learning project. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Course Learning Objectives:

- Design and conduct a forest inventory.
- Set specific management goals for a forest stand based on the overarching management goals of the community partner.
- Design silvicultural and harvesting systems to meet various management goals.
- Present a timber management plan and a timber sale bid package in writing and verbally to clients (community partners) and potential bidders.
- Hone written and verbal communication skills.
- Solidify your own professional and land ethic.

FORS 440 is one of the College of Forestry and Conservation's distributed upper-division writing courses.

Approved Writing Course Learning Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Upper-division Writing Requirement in the Major Outcomes

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Course Policies:

- All assignments are due at the BEGINNING of class unless otherwise specified. Late assignments will lose 10% of the potential points per day late.
- All work must be neat, legible and complete.
- All work will be submitted on-line through the class Moodle unless otherwise specified. Graded assignments will also be returned electronically. Use of "track changes" will greatly speed the return of resubmitted work.
- While you are allowed to work with fellow students on individual assignments, all submitted assignments must represent your own individual work.
- Group assignments may be resubmitted as many times as necessary (up to the final deadline) to obtain the grade and quality of work desired.
- Individual assignments may be resubmitted once within one week of when they are returned to students to receive up to ½ the missing points.
- All course communication (announcements, assignments, schedule with due dates) will be posted on the course Moodle, available through the UMOline home page. The course Moodle can be accessed from any computer with internet access.
- Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Disability Services for Students, which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications.
- *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](#).*

Important dates:

Deadline	Description
To 15 th instructional day	Students can drop classes on CyberBear with refund
16 th to 45 th instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript, no refund.
Beginning 46 th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and

Grading:

Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

Grades will be based on both individual and group work assigned during the term. All work may be edited and resubmitted (see above). The standard +/- grading scale will be used. All efforts will be made to return graded work within one week of when it is turned in. Posted grades will be updated continuously.

Individual writing assignments (4):	25%
Group writing assignments:	65%
<u>Final presentations (2):</u>	<u>10%</u>
Total:	100%

Graduate Increment

This course may be taken for graduate credit. Any student wishing to exercise this option will work with the instructor(s) to develop an appropriate individual project above and beyond the undergraduate expectations. This individual project will be designed to benefit both the student seeking graduate credit and the course student body as a whole. An example of this graduate increment would be a lecture developed by the graduate student and delivered to the class, including appropriate handouts, on a topic that advances the graduate student's understanding of a topic of importance to her/his professional or graduate career that also addresses a question of importance to the class.

Schedule

To be determined by the class on September 4.

Lectures TBD based on need and request.