

San José State University
College of Social Sciences/Department of Environmental Studies!
EnvS 187, Environmental Restoration, Section 1, Spring 2022

Course and Contact Information

Course Description

Interdisciplinary art and science of restoring destroyed or degraded habitats. Emphasis on the interplay of ecological principles, planning, implementation and monitoring of restoration plans. Independent research required.

This course is designed to introduce you to the interdisciplinary field of environmental restoration. Scientific restoration efforts date back to prairie restorations in the 1930s at the University of Wisconsin Arboretum. Only recently has restoration been recognized as an important scientific, political, and public endeavor. Although the physical restoration of a site is based on our technical and scientific knowledge of ecological systems, successful restoration efforts also include economic, political, regulatory, and public participation elements.

Interest in restoration has been spurred by at least two developments:

1. Government regulations have required that project proponents compensate (“mitigate”) for damage they cause to the environment, and
2. the public has recognized that in order to preserve endangered species, protect ecosystem services, and

Course Format

In-Person and Online Courses

This course has in-person (initially synchronous online lectures), in-person field activities, asynchronous online activities, online assignments, quizzes and discussions, and two in-person exams. This course requires the daily use of a computer with Internet connectivity. Course materials such as the syllabus, assignment instructions, and exams are on the [Canvas Learning Management System \(Canvas\)](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking Canvas for announcements and emails from your instructor.

Course Learning Outcomes (CLO)

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

- Understand and apply the ecological principles that are central to the field of restoration
- Understand the history of restoration science and how it has helped develop the body of ecological

Other Readings

Additional course readings are available on Canvas in the “Course Readings” module, arranged by week. Readings may also be assigned from the literature.

Other technology requirements / equipment / material

This course requires daily access to a computer with Internet connectivity, word processing, presentation, and spreadsheet software.

Library Liaison

Peggy Cabrera is our liaison for Environmental Studies. Reach her at: peggy.cabrera@sjsu.edu.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This is a lecture and field course that requires extensive writing, reading, and research outside of the classroom.

Lecture Materials

Slides and other materials provided during class meetings will usually, but not always, be available on Canvas after the lecture. You are expected to work outside of class, attend class, and take notes.

Assignments

All presentations, discussions, and activities will be graded according to the following standards for assessing the level of participation and ability to conduct good science.

Extra Credit

If appropriate, there may be extra credit assignments for this course.

Penalty for Late or Missed Work

Assignments are due on the date given as a due date on Canvas. Assignments turned-in later than the due date/time will have 10% subtracted from the overall score for each day late (starting immediately after the time the assignment is due). If four or more assignments are turned in late you will not pass this class. If you are going to

I expect all students to come prepared and actively participate in ALL scheduled class meetings. Preparation for the lecture involves reading the assigned material before coming to class. This will help you understand and remember the material that I go through in class, allow you to ask any questions over topics you are not clear on, be able to effectively participate in class activities, and do well on assignments and in discussion. It is extremely important for you to be prompt. I will cover announcements and other important information at the beginning of class. You are responsible for all announcements, information, and material that you miss. If a student is sick or knows they will be late to class or needs to leave early, email the instructor prior to class as a courtesy. It is the responsibility of the student to check with classmates about material covered during class.

Participation is an important element to learning. Questions and comments about the lectures are welcome and encouraged during class meetings. Please use office hours for questions about grades or personal concerns. Please use only your SJSU issued email address or Canvas to contact the instructor.

Acceptable Classroom Behavior

Any behaviors that disrupt the classroom or show disrespect to the lecturer or other students will not be tolerated and will be reported to the University. I will ask you to leave the meeting if you cannot act with respect and discipline. **RESPECT STATEMENT:** A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs, and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame, or judgment. Students should also be mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability, and age identities are treated with equal value and respect.

Field Trips and Activities

This course will include simulated field experiences, fieldwork, case studies, and additional activities that will be held in person in the field. All field trips are to restoration sites within the Bay Area. Field trips will take place on Mondays during class time. Field trips are an essential part of this course and where you will learn practical restoration techniques. Students who miss three field trips will not pass this course. Some field trips are case studies, which are presented by student groups prior to and during the field trip. It is the student's responsibility to find time in their schedule to visit their case study site outside of school hours.

Field trips pose potential risks, including but not limited to:

- Driving to and from field sites
- Uneven terrain, unpaved surfaces
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resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. See [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. **Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade on the assignment and sanctions by the University.** For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of both instructors.

Resources for Students

There are many resources on campus available to you. Some examples include: SJSU Peer Connections Center, the College of Social Science Access Center, SJSU Writing Center, SJSU Counseling and Psychological Service, SJSU Student Health Center, the Academic Success Center, and many places to use or get help with technology. See the

Some of the enrolled Muwekma lineages are descended from direct ancestors from the Thámien Ohlone tribal territory whose ancestors had affiliation with Mission Santa Clara.

The San José State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives

10	M 3/28	Spring Break		
10	W 3/30	Spring Break		
11	M 4/4	Science communication <i>Activity: Meet with Instructor in Groups</i>	On Canvas	
11	W 4/6	Group Work on Case Studies		
12	M 4/11	Restoration Planning <i>Activity: Group Work</i>	Ch. 14.1, 14.2	
12	W 4/13	Restoration Implementation	Ch. 14.3, 14.4	
13	M 4/18	Student Presentation (Group 1) <i>Field Activity: Group Site Visit</i>		
13	W 4/20	Restoration Monitoring	Ch. 14.5, 14.6	Draft Group Report
14	M 4/25	Student Presentation (Group 2) <i>Field Activity: TBD</i>		
14	W 4/27	Legislation	Ch. 14.7, On Canvas	
15	M 5/2	Student Presentation (Group 3) <i>Activity: A California Call-to-Action (online)</i>		Final Field Journal (in class)
15	W 5/4	Paying for Restoration	On Canvas	
16	M 5/9	0		