

San José State University
College of Social Sciences/Department of Environmental Studies!
EnvS 191, Advanced Environmental Restoration, Section 1, Spring 2022

Course and Contact Information

Course Description

Advanced restoration research and applications. Emphasis on independent literature research and field data collection and analysis. Observation of and participation in an on-going restoration project. Discussion of field and data analysis methods and of restoration principles required.

In the course Introduction to Environmental Restoration (EnvS 187) you learned the basics of successful restoration projects, including restoration planning, implementation and monitoring, and the theoretical ecological principles that support restoration science. This advanced course (EnvS 191) puts into practice the knowledge and theory you have learned. As advanced restoration students, you learn about current restoration projects. Students will explore appropriate field techniques, learn and apply data analysis methods, and develop report-writing and professional presentation skills.

Course Format

In-Person and Online Courses

This course has in-person (initially synchronous online lectures), in-person field activities 9r (e) 0.2 (ne) 0Q-3rc

- Understand restoration theory and apply restoration practices to a range of habitats and restoration projects
- Understand the stages of successful restoration projects and evaluate the quality of projects from the perspective of planning and design, implementation, monitoring and adaptive management
- Learn and implement methods and techniques for baseline assessment and monitoring project progress toward restoration goals

Program Learning Outcomes:

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

PLO 1 (Qualitative Environmental Literacy): Write a logical analytical paper using good writing style and construction supported by appropriate research

PLO 2 (Quantitative Environmental Literacy): Determine, apply and interpret appropriate basic statistical or other quantitative analyses to environmental data

PLO 3 (Content Environmental Literacy): Develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

PLO 4 (Professional Skills: 4A): Productively conduct group/team work to deliver professional quality presentations and reports

PLO 5 (BS Competency): Demonstrate in-depth knowledge and skills in a science or technical field

Required Texts/Readings

Textbook

None

Other Readings

Course readings are available on Canvas in the “Course Readings” module, arranged by week.

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>.

- Times New Roman, 12pt font
- Page numbers in lower right-hand corner of page
- Name, date, and course number in upper right-hand corner of page
- Submitted to Canvas as a pdf

Final Examination or Evaluation

C	Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling; response is accurate but cursory, and does not meet the minimum required for completeness; some inaccuracies or reasoning flaws; response is too general, lacks specific evidence; all sources cited but form is incorrect.
D	Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling; response does not effectively address the question; response fails to support assertions evidence; major flaws in reasoning; explanations are unclear; displays inadequate understanding of content; lack of citation.
F	Response is missing or not submitted or does not address the question.

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.

Grade

Criteria

Presentation is of appropriate length; content is of excellent quality and goes beyond the basics; facts are accurate and well explained; flow of presentation is logical and well planned

A

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.

University Policies

Per [University Policy S16-9](#)

exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas

Week	Date	Topics	Major Assignments due
9	W 3/23	Environmental Justice in Restoration cont.	Deer Creek Group Report
10	M 3/28	Spring Break	
10	W 3/30	Spring Break	
11	M 4/4	<u>Guest Lecture</u> : Emily Sharp	
11	W 4/6	Site Background (TBD)	
11	S 4/9		
12	M 4/11	Student Presentation	
12	W 4/13	Student Presentation	
12	S 4/17		
13	M 4/18	Student Presentation	
13	W 4/20	Group Work	
13	S 4/23		
14	M 4/25	Student Presentation	Draft Group Proposal
14	W 4/27	Student Presentation	
14	S 5/1		
15	M 5/2	Student Presentation	
15	W 5/4	Group Work	
16	M 5/9	Student Presentation	
16	W 5/11	Student Presentation	
17	M 5/16	Wrap-up and Course Evaluations	Final Group Proposal
Final Exam	R 5/19	9:45 AM-12:00 PM	