FOR 6934
AGROFORESTRY IN THE SOUTHEASTERN U.S.
3 credits

Summer, 2020
An online course delivered via Canvas

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Office Hours: Email me anytime. The preferred email method is by using the Canvas mail tool on the course web site because this allows all course emails to be kept together as a record. I will try to respond within a day.

Course Description: This is a graduate, web-based, three-credit, distance education course. The target audience includes graduate students enrolled in the SFRC MS non-thesis concentration in Ecological Restoration and all natural resource graduate students interested in agroforestry.

Student learning outcomes: The course objective is to enable natural resources and environmental graduate students and professionals in the Southeast to:
- Understand agroforestry history and practices, including region-specific agroforestry practices and agroforestry research
- Understand the basic biological and socioeconomic hypotheses underlying agroforestry
- Appreciate the characteristics of the Southeast that present opportunities for agroforestry
- Understand landowner decision-making procedures relevant to agroforestry practices
- Become familiar with current agroforestry research literature and use it to communicate to peers through online discussion and e-posters

Format: All course communications, readings, exercises, and examinations will be accessed through the course Web page. Course material will be delivered as narrated PowerPoint presentations, supplemented with a series of video interviews with landowners who practice agroforestry and with researchers studying agroforestry. Email interactions and regular discussion sessions will be done through the course web site. There are no quizzes or exams in this course. The course grade will be based on facilitation of and participation in discussions about journal articles, an annotated bibliography, preparation of an electronic poster, commenting on and grading of posters submitted by other students, and a term paper. Class participation is essential and will be monitored by following students' interactions in discussion sessions and emails. Students are encouraged to interact with each other and the instructor to build a sense of community.

Technology Requirements:
- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?

Course Materials: No course text is required. Optional reference: Garrett HE (ed.). 2009. North American Agroforestry: An Integrated Science and Practice, 2nd edition, American Society of Agronomy, Inc., Madison WI. Selected readings will be made available on line. Students will refer to agroforestry research literature available online.

Journal article discussion sessions:

Students will be expected to both facilitate and to take part in on-line discussions based on agroforestry research articles. Depending on the number enrolled, each student will facilitate one or more discussion sessions during the semester and will actively participate in discussions facilitated by other students. The journal articles selected will address topics corresponding to the lecture theme for that week.

Term Projects: **Select theme: due** 29 May (week 3 of the course)

There will be three term projects (annotated bibliography, e-poster, term paper) based on an agroforestry theme agreed on by the student and instructor. For a given student all three projects will be based on the same theme, and will in fact represent different stages in the development of the same project. The term project themes include, but are not limited to, the following:

- Human dimensions, such as:
    - Adoption of agroforestry practices by landowners
    - Gender issues
    - Economics of agroforestry practices
- Biophysical interactions in agroforestry systems
- Agroforestry practices (alley cropping, home gardens, etc.)
- Sustainability issues, such as:
    - Biodiversity
    - Soil fertility
    - Productivity
    - Carbon sequestration

Annotated bibliography   **Due date:** 9 July

After agreeing with the instructor on the theme of the three projects, the student will prepare an annotated bibliography based on mainstream research journal articles. For each article, list the reference in correct format (follow the format used in Agroforestry Systems), and then write a paragraph that summarizes the article. This should not be a copy of the abstract, but should be a paragraph (~ 200 words, but I won't count them) that synthesizes the aspects of the article that will be used to create the poster and, ultimately, the term paper. There should be at least 20 articles in the bibliography and they should be relevant to the selected theme. Although the due date is 9 July and the grade will be based on what is turned in then, it is expected that students will continue to research additional articles to complete the electronic poster and term paper.

Poster

Due dates:
Due dates: First draft 20 July
Comments on peer's posters 24 July
Final draft 31 July
Grades assigned to peers posters 7 Aug

VoiceThread is an online collaboration tool available to UF students. We will use this for the poster assignment. Based on the same theme as developed in the annotated bibliography, each student will prepare a poster using a single slide in PowerPoint. Guidelines for producing a good poster and a grading rubric will be provided as attachments in the Canvas assignment tool. Posters will be uploaded to VoiceThread, and this will allow all FOR 6934 students to view each other's posters and to make video, audio, or text comments and leave edit marks (freehand arrows, circles, etc.) on the poster. At the VoiceThread site each poster is presented in the middle of the page and small thumbnails of each commenting student are displayed to the left of the poster. Clicking on a thumbnail plays back the comments and shows the edit marks.   For one week after the first due date all students will make their comments on all posters. At the end of that week each student will play back the comments they received and use those to edit their poster. The revised poster will then be uploaded at the second due date. During the following week each student will complete a grading rubric for all posters other than their own. An individual poster grade will be the average of all grades assigned by the other students. In preparation for this exercise students should review the UF e-Learning training material at https://elearning.ufl.edu/supported-services/voicethread/ and link to the VoiceThread poster group at https://ufl.voicethread.com/groups/subscribe/22720324/faaa98e3b/ that was created for this course.

Term paper   **Due date:** 10 August

Students will complete development of the bibliography and poster theme in the final project, the term paper. This will be a minimum of ten pages of text, single-spaced (not counting the references) and will use tables, graphics, or photos sparingly, only to make key points. Correct spelling, formatting, and good writing are expected. A grading rubric will be provided.

Grading:

Exercise	Percent of Class Grade
Facilitation of discussions based on journal articles	10
Participation in journal article discussions facilitated by other students	10
Submission of an annotated bibliography	25
Submission of an e-poster	20
Grading posters of other students	5
Term paper	30

3

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Grading Scale

Final Percent	Grade
93.4-100	A
90- 93.3	A-
86.7-89.9	B+
83.4-86.6	B
80-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70-73.3	C-
66.7-69.9	D+
63.4-66.6	D
60-63.3	D-
Below 60	E

Special Notes

Other Information

Policies and Requirements

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. **At approximately the mid-point of the semester**, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required, but encouraged. This is not the UF Faculty Evaluation! **At the end of the semester**, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students' Office. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.docx

Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*"

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless them instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.
Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Inclusive Learning Environment
This course embraces the University of Florida's Non-Discrimination Policy, which reads,
> *The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

Services for Students with Disabilities:
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:
- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://ufl.instructure.com/courses/303721

Student Life, Wellness, and Counseling Help
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
- U Matter, We Care http://www.umatter.ufl.edu/
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

Student Complaint Process
The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:
- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/