Plant Ecology—Spring 2021 PCB3601C

I. INSTRUCTOR INFORMATION

Professor:

F.E. "Jack" Putz, Distinguished Professor

Email: fep@ufl.edu

Website: http://people.clas.ufl.edu/fep/

On-Line Office Hours: Fridays 1:00 to 3:00 PM and by appointment.

Teaching Assistants:

Steven Cassidy
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II. COURSE INFORMATION

Although the labs (one per week) will be face-to-face, much of the course will be conducted online via ZOOM and through the course CANVAS website. Students enrolled in the face-to-face lecture section should bring their internet-ready laptops to the classroom so they can participate in discussions via ZOOM. You can directly access the Canvas login at https://elearning.ufl.edu/.

COURSE COMMUNICATION

All e-mail correspondence to course instructors must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course number in the subject line. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered.

COURSE READINGS AND REQUIRED MATERIALS

There is no textbook for the lecture portion of this course, but many readings will be posted on the course's Canvas site. The following items are required for the labs.

REQUIRED: A bound field notebook specific for this course. We recommend that you obtain a field-book with waterproof paper such as the Elan e-64 soft-cover with 50 pages.

RECOMMENDED HIGHLY: Shimel, J. 2012. Writing Science. Alternatively, you can always use Strunk, W. and E.B. White. 2000. The Elements of Style. Note that the focus of this course is on Science, but that focus covers the ability to communicate about Science effectively.

RECOMMENDED: A 10X hand lens (=loope = magnifying glass).

RECOMMENDED: Finding Home in the Sandy Lands of the South by F.E. Putz, available at Amazon, on Kindle, & at the Florida Museum of Natural History Book Store.

Software: The required software packages are CMAP, WORD, POWERPOINT, & EXCEL

COURSE DESCRIPTION

This course introduces ecology as a scientific discipline with emphasis on Floridian plants & ecosystems. By the end of the course, students should be familiar with ecological principles related to how plant populations & communities interact with their environments at local, regional, & global scales. The labs emphasize the ability to recognize common plants, vegetation types & ecosystems of the region while they introduce students to hypothesis testing and scientific reporting through field experiments, manuscripts and posters, and oral presentations.

PRE-REQUISITE ATTITUDES, KNOWLEDGE, AND SKILLS

Prerequisite: basic training in biology is required (and the more you know about plants the better), willingness to experience nature first hand with all its pleasures (e.g., ticks, chiggers, mosquitoes, poison ivy, and stinging nettles).

FIELD TRIP PREPARATION

Listed below are the tools required (1-6) or recommended (7-13) every time we go to the field in lab.
1. **Long pants** (first line of defense against catbrier vines, snakes, chiggers, and ticks), preferably light in color so that "seed ticks" show up like a patch of pepper.
2. **Boots or sturdy closed-toed shoes**. We will visit wet places with catbrier vines, snakes, chiggers, burning embers, smoldering duff, and ticks. Rubber boots are fine, except for controlled burns. NO SANDALS.
3. **Water** or dilute Gatorade (and something to carry it in so your hands are free).
4. **Field notebook and pencil** - bound, water proof with half the pages graph paper. Be sure to date every page and note your location. The first pages of the notebook should contain space for a table-of-contents and be labeled with your name and contact information. Always bring it; your instructor may announce a surprise notebook check.
5. **Random number table**: extract and write at least 100 on the inside cover of your field book.
6. **Raingear** - a folding umbrella works well.
7. Bug repellent – please apply in a well-ventilated place.
8. Food - blood sugar levels must be maintained for the duration.
9. Hand lens - 10X or 15X—reasonably good ones can be purchased for about $10.
10. Calculator or phone, the latter for taking pictures.

11. Binoculars if you have them.
12. Hat and sunscreen.
13. Ruler - also mark the outside of your field book with centimeters.

IMPORTANT _CAUTIONARY_ NOTE: In addition to beautiful landscapes, fascinating ecosystems, and compelling environmental problems, Florida offers us ticks, chiggers, mosquitoes, and poisonous snakes. We will do all we can to assure your safety in the field but you need to dress appropriately, follow instructions, and otherwise being careful so as to minimize risks and unpleasantries.

MINIMUM TECHNICAL SKILLS

To complete your tasks in this course, you will need a basic understanding of how to operate a computer and how to use word processing software, but will learn how to carry out field research from hypothesis formulation through experimental design, field implementation, data analysis, manuscript preparation, and oral presentation.

COURSE GOALS AND OBJECTIVES

This course is designed to reflect current research on learning. For example, this pedagogical research (i.e., studies on the science of teaching) reveals that students (both strong & not-so-strong) learn better when they work in cooperative groups & when they have opportunities to discover information for themselves that is relevant to their own lives. To foster learning, therefore, inquiry-based activities are extensively used in this course. Interestingly enough, inquiry-based learning looks remarkably like the scientific method. Most labs begin before you report for your session—in preparation for each lab, you will typically be asked to answer or reflect on a situation (Pre-Lab Questions to be submitted on-line before your scheduled lab). During most labs, you will formulate hypotheses, design experiments, carry out experiments, analyze data, reach conclusions, & suggest modifications to experiments. Although this creative & iterative process is at the heart of Science, it is too often disregarded to the point that Science seems like boring drudgework and meaningless memorization.

A prerequisite for effective "active learning" is that class participants come to each session prepared. Generally this preparation involves reading of the assigned material that will be provided. In recognition that all class participants have conflicting demands on their time, in addition to your inherent thirst for ecological knowledge, thorough reading will be motivated by pre-"lecture" quizzes (on-line) that will weigh fairly heavily in the calculation of course grades.

Given that every group of learners is different & our approach to teaching constantly evolves, often in a saltatory manner, the syllabus is not specific about the number of assignments nor the natures of all of them. This vagueness will allow the instructors to respond to perceived needs in an adaptive manner. For example, if many class members are struggling with a topic or concept, additional time & possibly assignments will be devoted until the learning impediments are removed or circumvented.

Over-Arching Learning Goals: To understand how local plant populations and communities are affected by natural and anthropogenic environmental factors through lectures, discussions, and hands-on experience with the scientific processes of hypothesis formulation, experimental design, data analysis, and written and oral presentation of research results.

Underlying Theme: Importance of plants for sustainable resource use and maintenance of hospitable environments for humans & other organisms.

Key Concepts & Learning Objectives

1. **Biogeography**: geological history of the biosphere (with local emphasis); global & regional patterns of plant species & life form diversity.
   - Learning objective assessment: Ability to describe global & local biogeographical regions as well as the major paleoecological events (e.g., continental drift & climate change) responsible for their development.

2. **Climate & Climate Change**: physics of climatological phenomena; global climate drivers; climate diagrams; past & on-going climate change.
   - Learning objective assessment: Ability to explain regional climate patterns from basic physical principles, global atmospheric circulation patterns, ocean currents, & distributions of continents & major mountain ranges.

3. **Resources & Productivity**: above & below ground resource acquisition & use; mycorrhizae; photosynthetic light utilization by leaves, whole plants, & vegetation; CO_2 limitation on photosynthesis; O_2 limitations on respiration; water-use efficiency.
   - Learning objective assessment: Ability to explain how environmental factors influence net photosynthesis & ecosystem productivity using graphs & concept maps.

4. **Populations, Communities, & Landscapes**: structures & dynamics of plant populations & communities; life histories; competition; disturbance (especially fire); stress (especially fire suppression & flooding); succession; regeneration; invasive exotic species.
   - Learning objective assessment: Ability to explain how population & community dynamics of plants are influenced by disturbance, stress, & species interactions.

5. **Biogeochemistry (Nitrogen, Phosphorus, Carbon, & Water Cycles):** soil structure & formation; nutrient cycles; anthropogenic effects (e.g., increased nitrogen deposition); mitigation & adaptation to climate change.
    - Learning objective assessment: Ability to explain natural & anthropogenic factors that influence soil types, mineral nutrient availability, & plant community characteristics.

6. **Global Change, Biodiversity & Conservation**: climate-change impacts, land-use change, fragmentation & edge effects, conservation strategies, biofuels, urban ecology, & human "footprints," life in the Anthropocene.
   - Learning objective assessment: Ability to explain trade-offs involved in biodiversity conservation, economic development, & mitigation of climate change.

7. **Scientific Method**: formulation of falsifiable hypotheses, experimental design, data graphing & basic statistics (mean & variance), avoidance of bias, benefits of replication, minimum detectable difference, power.
- Learning objective assessment: Ability to formulate novel hypotheses, design experimental protocols to falsify those hypotheses, graph/analyze/interpret results, and present studies in oral and written forms in manners appropriate for science.

8 **Restoration Ecology and Invasive Exotic Species**: different approaches to restoration/reforestation/reclamation; restoration as a redemptive opportunity for destruction; invasiveness vs. invasibility.

-Learning objective assessment: Recognize some of the pros and cons of different approaches to ecological restoration; understand the factors that govern the invasibility of communities and the invasiveness of species.

COURSE EXPECTATIONS

Each student is solely responsible for reading and following the instructions, guidelines, and schedules in this syllabus. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing an assignment or other assessment.

III. COURSE POLICIES

As part of PCB3601C, you are required to complete online assignments. If at any time you have questions about these assignments, please contact the either Professor Putz or your laboratory instructor. A schedule will be posted on e-Learning with the due dates for each assignment. All assignments must be completed by the stated due date and time for full credit. Many assignments may take several days to complete, so make sure you have time to devote to that assignment before you begin. Note that all due dates for assignments are clearly posted on the course website and reflect the most up-to-date information.

ATTENDANCE

Students are expected to check the Canvas course regularly for announcements, assignment due dates, and other course-related information. Students are to complete all assigned work (quizzes, activities, and discussions) by the due dates. Students are strongly encouraged to read the assigned chapters before attempting any of the assignments as this will make it easier to comprehend the material.

TIME COMMITMENT

The UF College of Liberal Arts and Sciences assumes that each student will devote 3-4 hours per week per credit-hour to each course, including time in lectures and labs. Because PCB3601 C is a 3 credit course, each student should therefore expect to devote 9-12 hours per week to this course during a semester. A recommended time allocation is in the table. If you find yourself spending more than the recommended number of hours per week on average on these activities, discuss this with your instructor to see if you can refine your study habits. If you find yourself spending less than the recommended number of hours per week on average, you should recognize that you may have difficulty learning and comprehending the material in this time, and this will probably be reflected in poor performance on the various assessments, causing you to receive a lower overall course grade.

Activity	Hours/Week
Lectures/Videos	2-3
Online Exercises	2-3
Readings	2-3
Review and Study	2-3

COMMUNICATION WITH YOUR ONLINE INSTRUCTOR

When you have a question about the assignments, check the following sources first to see if it is already answered, before e-mailing your Online Instructor:

- Course Syllabus

- e-Learning Announcements (this is the primary means that your Online Instructor has to communicate with you in a timely manner)

If you still cannot find the answer to your questions:

- If it is a question that others might find useful to know the answer to as well, post it in the e-Learning Study Room section at the end of the Module in question.

- If it is a question specific to you (e.g. account or grade specific), e-mail your instructor. Barring unusual circumstances, expect a reply with 24 hours (48 hours on weekends; do not expect an immediate response in the evenings). E- mails and e-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

COURSE ACTIVITIES AND MATERIALS

There are several different types of assignments that students will have to complete. For most assignment types (activities, tutorials, etc.) you will receive a grade based on the grading rubric provided. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within Canvas, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Exams

There will be two "midterm" exams and a cumulative "final" exam. Each exam will cover material from video lectures, fieldwork, comprehension checks, learning activities, the online discussions, and the assigned readings.

Make-up Exams

No make-up exams will be given without prior permission or documentation of illness. Students that will be missing an exam due to a pre-arranged university-approved excused absence (sports, etc.)

should let the instructor know a minimum of two weeks in advance. These students may be required to take the make-up exam before the scheduled in-class exam.

In case of illness on exam day, a letter from the student's primary care provider is required. This letter must state that the student was unable to complete the exam on the scheduled date (i.e., a letter stating only that the student was seen in a clinic is not sufficient) and must go through the Dean of Students Instructor Notification system (https://care.dso.ufl.edu/instructor-notifications/). A personal matter must also go through the same process. These notes must be received within five business days after the exam. Make up exams may be short-answer or essay format.

COURSE GRADING

Assignment totals are subject to change at the discretion of the instructor. All grades will be posted on e-Learning, and it is the responsibility of the student to check their grades to make sure they are accurate. If there is a discrepancy, you must let us know within ONE week of the grade being posted on e-Learning.

Assignments	Percentages
Exams (3)	30% (10% each)
Assignments	20%
Quizes	15%
Labs	35%

The minimum grade cutoffs are listed below. These cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. Final scores will NOT be rounded (i.e., 89.99% is not 90%).

Point Range (%)	Letter Grade
≥ 90.00	A
≥ 86.66	A−
≥ 83.33	B+
≥ 80.00	B
≥ 76.66	B−
≥ 73.33	C+
≥ 70	C
≥ 66.66	C−

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: Grades and Grading Policies.

Please do not request individual special treatment regarding grading at the end of the semester; **grades are not adjusted for any reason**. Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let your instructors know *before* the exams rather than after.

PARTICIPATION

Group assignments require you to discuss answers in groups. You must adhere to the netiquette policies outlined below. There are rubrics for discussions, but keep in mind that posts should make educated initial posts about the topic and properly cite sources and provide constructive criticism and feedback for groupmates' posts.

It is the responsibility of the student to maintain a functioning computing system and internet connection that can meet the minimum technical requirements of the course.

Computing/internet connectivity issues will NOT be acceptable excuses for missed deadlines unless they are brought to the attention of the instructor at least 48 hours prior to the deadline and accompanied by the ticket number from technical support.

LATE WORK

Late work will not be accepted, unless there is written documentation from the Dean of Students Office (https://care.dso.ufl.edu/instructor-notifications/), or due to a documented technical issue. If there is an issue with you completing your assignments on time, contact your instructor immediately. Do not wait until the last minute!

MAKE-UPS

There are no make-ups available for assignments. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within CANVAS, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems, if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: Technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

DROP/ADD/WITHDRAWAL

A student can drop/add during the drop/add period with no penalty. After drop/add, a student who drops will receive a W until the date listed in the academic calendar. After that date, the student may be assigned an "E" (fail). Note: it is the responsibility of the STUDENT to withdraw from a course, not the instructor. Failure to participate/complete the class does NOT constitute a drop.

COURSE EVALUATIONS

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/.

IV. UF POLICIES

UF Online students are bound by the same UF policies as on-campus students. Please read through this section in full.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Student Honor Code specifies the number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation.

Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting an accommodation. Note that the student should provide documentation of a requirement for accommodation **by the second week of classes**. No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student. Accommodations are not retroactive.

CLASS DEMEANOR OR NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the Netiquette Guide for Online Courses for expected student behavior.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

VIRTUAL CLASS SESSIONS

Our virtual class sessions, if any, may be audio-visually recorded for students in the class to refer back. Students who participate with their camera engaged or utilize a profile image are agreeing to

have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

ZOOM

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at https://ufl.zoom.us.

GETTING HELP

Resources are available at [Distance Learning's Getting Help](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints about your experience in this course, please visit [Distance Learning's Student Complaint Process](#) to submit a complaint.

College can be a very stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. See "*A Self Help Guide for Students*" or contact one of the following services:

- UF Counseling and Wellness Center, Radio Rd Facility, 392-1575
- Dean of Students Office, 202 Peabody Hall, 392-1261
- Career Resource Center, Reitz Union, 392-1601
- CLAS Academic Advising Center, Farrior Hall, 100 Fletcher Drive, 392-1521
- UF Field and Fork Pantry, 564 Newell Dr., 294-3601

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students (202 Peabody Hall, 392-1261) for support. Furthermore, please

notify your instructor(s) if you are comfortable in doing so. This will enable us to provide any resources that we may possess.

TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at http://helpdesk.ufl.edu or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk 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 a make-up.

HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact mailto:umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center:** Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services.

- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.

- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/.

- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources: cms.uflib.ufl.edu/ask

- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/

- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/

VII. PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

Technology	Privacy Policy	Accessibility Policy/Statement
Instructure (Canvas)	Privacy Policy	Accessibility
Sonic Foundry (Mediasite Streaming Video Player)	Privacy Policy	Accessibility
Zoom	Privacy Policy	Accessibility
YouTube (Google)	Privacy Policy	Accessibility
Microsoft	Privacy Policy	Accessibility
Adobe	Privacy Policy	Accessibility
Honorlock	Privacy Policy	Accessibility
OpenStax	Privacy Policy	Accessibility
MacMillan Learning (LaunchPad)	Privacy Policy	Accessibility

VIII. College Policy on Zoom Presence

University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.

Note that this policy does not apply to proctored tests administered by Honorlock and ProctorU, which require full audio and video presence.

Sessions are to be recorded

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

VIV. DISCLAIMER

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual, and should be expected.

LAB SCHEDULE (one lab per week on M, T, or W), 9:35-12:30

Note that given the Pandemic and other sources of uncertainty, this schedule is subject to change, but you will be well notified in advance.

Week 1 (11 January-): No Labs
Week 2 (18 January-): Campus Natural Area and Teaching Laboratory (NATL) and Florida Museum
    of Natural History (FLMNH)—SEEP, NATL, and Paleoecology
Week 3 (25 January-): McCarty Woods on Museum Drive—Soil Ecology and Experimental Design
Week 4 (1 February-): Bartram/Carr—Data Graphing and Analysis
Week 5 (8 February-): Bartram/Carr—Plant Identification
Week 6 (15 February-): NATL—Permanent Sample Plots and Carbon Science
Week 7 (22 February-): On Line—Ecosystems of Florida Tour
Week 8 (1 March-): NATL—Edge Effects
Week 9 (8 March-): NATL—Edge Effects
Week 10 (15 March-): On Line--Sea Level Rise and Coastal Ecosystem Change
Week 11 (22 March-): Bartram/Carr—Plant Functional Traits
Week 12 (29 March): McCarty Woods—Matrix Model of Forest Dynamics
Week 13 (5 April): On Line: Edge Poster Presentations
Week 14 (12 April): Bartram/Carr—Exotic Invasive Species