

**Syllabus**  
**AGRY 598/FNR 598 Ecological Footprints, Spring 2010**  
**Pfendler 203, TTh, 1:30 - 2:45 pm**

**Course Description:** Upper-level undergraduate and graduate students enrolled in this course will conduct a semester long service-learning project to enable the future development of an interactive website that residents of Tippecanoe County can use to quantify their stormwater footprint, carbon footprint and backyard habitat value. The final product will be a grant proposal to get funding for the community to develop this tool. Students will learn how to:

- Quantify a stormwater footprint
- Quantify a carbon footprint
- Determine backyard habitat value
- Write a grant proposal
- Get the community to use this website

**Course Objectives:**

Service objectives:

- 1) Assess the feasibility of building an interactive web-site for Tippecanoe County for quantification of individual impacts on stormwater, carbon emissions and wildlife habitat.
- 2) Complete a grant proposal for external funding.

Learning objectives:

- 1) Perform calculations to quantify the impact of individual parcels or residents on a) stormwater runoff, b) carbon emissions, and c) wildlife habitat.
- 2) Identify ways to increase and evaluate website adoption.
- 3) Identify and write the key components of a grant proposal for external funding from a state or federal agency.

**Instructor Information:**

**Instructors:** Dr. Laura Bowling

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Dr. Linda Stalker Prokopy

FORS 201B

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**Availability:** We both have an "open door" policy; that is if our office doors are open you may stop by with any questions about the course, homework or readings. However, we are often not in our offices and email is usually the best way of contacting us.

**Class Website:** AGRY/FNR 598 has a website on Blackboard Vista. Point your browser to <http://www.itap.purdue.edu/tlt/blackboard/index.cfm>; click on the large key that says "Log on to Blackboard Vista"; log on using your Purdue University Career Account username and password.

The website will primarily be used to provide copies of assignments and supplemental readings. Your grades will also be posted on the site. Changes to the syllabus and other announcements will also be posted on the site, so in particular if you miss class, be sure to check the site for any announcements. You will be responsible for knowing about revised assignments or due dates, regardless of whether or not you missed class on the day the change was announced.

**Grading, Testing, and Student Evaluation Procedures:**

**Expectations:** This class will involve substantial group effort and discussion, with final grades dependent on a single, cohesive written proposal. Work time will be provided during scheduled meeting hours, but it will also be necessary for groups to sometimes meet outside of scheduled hours to complete assignments. It is expected that you will make reasonable efforts to accommodate group meeting times and contribute equally to project efforts.

**Grading:** Your overall grade will be based on individual and group assignments, as well as the final proposal and presentation, as follows. There is a focus group meeting in lieu of a final exam. The total number of points is subject to change, but should not be substantially different.

**Grading System (Approximate Point Distribution)**

Individual writing assignments (1)	20 points
Site review assignment (1)	30 points
Individual written reflections (3)	60 points
Footprint assignments (3)	120 points
Small group writing assignments (3)	150 points
Focus Group	20 points
Oral presentation	40 points
Final proposal	80 points

**Total 520 points**

Students will conduct peer evaluations of class members throughout the semester. At the end of the semester a student's grade can be increased or decreased based upon these evaluations. In most cases, grades will remain unaffected. However in situations where a student has clearly under- or over-performed, **grades can be changed by up to 100 points**. Please note that it is much more likely to see a grade go *down* than *up* based on peer evaluations.

Course grades will be assigned according to the percent of the total points earned using a +/- system. Students who earn 90% of the total points in the course will be guaranteed to receive an A-, 80% a B-, 70% a C-, 60% a D-, and less than 60% an F. The instructors reserve the right to lower the cut off percentages for grades.

**Homework Policy:**

**Assignment Due Dates:** Assignments will take the form of problem sets, reflection papers, in-class presentations and writing assignments. Partial credit will be given for numerical problems, so all work should be shown. 50% of the total points will be deducted from any numerical answer that does not include appropriate units. All assignments will be collected at the beginning of the class in which they are due; late papers will be penalized 10% per day unless a valid excuse is presented.

**Honesty Policy:** Students may consult with one another regarding completion of the assignments; however each student is expected to turn in his or her own work for the “individual” assignments. Any outside sources used must be properly referenced in accordance with the guidelines in the Publication Manual of the American Psychological Association, Fifth Edition (commonly called the APA style guide). If a student directly quotes or paraphrases another author or source, the student must cite the material using the format found in the APA style guide. Academic dishonesty (i.e. plagiarism) will result in a zero grade for the assignment, possible failure of the course, and reporting of the incident to the Dean of Students for further action.

**Class Schedule and Assignment Sheet**  
**Preliminary Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Speaker</b>	<b>Assignments</b>
Jan 12	Survey, what is service learning and how is this class service learning.	Prokopy/ Bowling	
14	Watershed management project overview. Divide into groups	Sara Peel	
19	Ecological Footprints discussion		Read and write 1 page summary
21	Work session – website research		
26	Class presentations		Written site review due
28	Backyard Wildlife	Brian MacGowan	
Feb 2	Carbon footprints	Kevin Gurney	Backyard evaluation due
4	Proposal writing	Prokopy	
9	Facilitated discussion: objective selection		Carbon footprint assignment due
11	Stormwater footprints	Bowling	Reflection 1 due
16	Website considerations	Tom Puttman / Art Remnet	
18	HUBzero for dynamic web programming	TBA	Stormwater footprint assignment due
23	Group work sessions (Bowling/Prokopy out of town)		
25	Group work sessions (Bowling/Prokopy out of town)		

Mar 2	Facilitated discussion: what does final website look like / do?		Intro/lit review/objectives draft due
4	Tippecanoe County GIS data	Linda Eastman / Mark Ehle	
9	Group work sessions		
11	Group work sessions		Data requirements and delivery section draft due
16	Spring Break		
18			
23	Habitat work session; Stormwater work session	Brian MacGowan / Bowling	
25	Carbon work session	Kevin Gurney	Reflection 2 due
30	Group work session		
Apr 1	Group work session		
6	Metric selection and logic model	Prokopy	Draft methods subsections due
8	Facilitated discussion: metric selection and logic model		
13	Group work session		
15	Group work session		Internal review version of proposal due for peer review
20	Group work session		
22	Presentation to education and outreach committee; Discussion of peer review		
27	Group work session		Reflection 3 due
29	Survey; Final meeting and evaluation		Final group proposal due
	FINAL EXAM TIME: Focus Group discussion (required)		

**The above schedule is subject to change in the event of extenuating circumstances.**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Information regarding changes in this course will be available via the Blackboard Vista web page, or email to the instructors.

## Assignments Descriptions

January 19 <sup>th</sup>	Individual	Reading: Wackernagel and Yount (1998). Hand in: A one page summary of the concept of ecological footprints and discuss how the concept could be modified to apply to individuals.
January 26 <sup>th</sup>	Group	Reading: Currently available internet resources that quantify some aspect of ecological footprints Prepare: A 10-15 minute class presentation providing an overview of the identified sites. Hand in: A 2-3 page summary of identified resources (one per group)
February 2 <sup>nd</sup>	Individual / pairs	Reading: TBA Hand in: A completed backyard habitation evaluation
February 9 <sup>th</sup>	Individual / pairs	Reading: TBA Hand in: A completed assessment of your personal carbon footprint
February 11 <sup>th</sup>	Individual	Reading: Hand out on how to prepare a reflection paper Hand in: A one page reflection
February 18 <sup>th</sup>	Individual / pairs	Reading: TBA Hand in: stormwater footprint calculation
March 2 <sup>nd</sup>	Group	Hand-in: 3-5 page draft of the proposal introduction, background and objectives, one document per working group.
March 11 <sup>th</sup>	Group	Hand-in: 1-2 page data requirements and delivery section of the proposal, one document per working group.
March 25 <sup>th</sup>	Individual	Hand-in: Reflection paper 2
April 6 <sup>th</sup>	Group	Hand-in: 1-2 page methods sub-section of the proposal, one document per working group.
April 15 <sup>th</sup>	Group	Hand-in: Draft proposal for peer-review, one document for the entire class
April 22 <sup>nd</sup>	Group	Prepare: Power point presentation for the education and outreach committee
April 27 <sup>th</sup>	Individual	Hand-in: Reflection paper 3
April 29 <sup>th</sup>	Group	Hand-in: Final proposal, incorporating reviewer comments
TBA	Group	Participate in focus group discussion in lieu of final exam