Course Change Request

Date Submitted: 03/05/18 11:15 am

Viewing: ESSM 406 : Natural Resources Policy

Last edit: 03/05/18 8:22 pm

Changes proposed by: bob-knight

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Bob Knight</td>
<td><a href="mailto:bob-knight@tamu.edu">bob-knight@tamu.edu</a></td>
<td>979-845-5557</td>
</tr>
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Rationale for Course

Edit

Other

The proposed changes are part of a routine curriculum review.

Explain other rationale

nontraditional distance course, There is no face to face syllabus. This course has always been taught as a distance course.

Course prefix ESSM Course number 406

Department Ecosystem Science & Mgmt
College/School Agriculture & Life Sciences
Academic Level Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Academic Level (alternate) Graduate

Effective term 2018-2019

Complete Course Title Natural Resources Policy

Abbreviated Course Title NATURAL RESOURCES POLICY

Catalog course description

Natural resources and forest policy development in the United States and review of current issues in forest and related natural resource policy.

Prerequisites and Restrictions

Junior or senior classification or approval of instructor.

Concurrent Enrollment No

Should catalog prerequisites /
concurrent enrollment be enforced?  
Crosslistings No  Crosslisted With  
Stacked No Stacked with

| Semester | 3 | Contact Hour(s) (per week):  
Credit Hour(s)  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code 2613010002  
Default Grade Mode Letter Grade(G)  
Alternate Grade Modes Satisfactory/Unsatisfactory  
Method of instruction Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes  

Learning Outcomes  
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.  
Meets COALS standards for distance learning outcomes.

Hours  
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.  
45 hours of instruction and activities are in this distance course using asynchronous instruction. The faculty member interacts with students using guided responding and discussion as well as providing formative feedback.

Will this course be taught as a distance education course? No  
Is 100% of this course going to be taught in Texas? Yes  
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:  
Required (select program)  
Elective (select program)  
Has/will this course be(een) submitted for core curriculum consideration? No  
Has/will this course be(een) submitted for Writing or
### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td><strong>ESSM 406 distance.pdf</strong></td>
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<tr>
<th>Letters of support or other documentation</th>
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<th>Additional information</th>
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<tr>
<th>Reviewer Comments</th>
<th>Sandra Williams (sandra-williams) (03/09/18 3:33 pm): UCC approved March 9 via e-vote.</th>
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<td>Reported to state?</td>
<td>No</td>
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Key: 0124
ESSM 406 Natural Resource Policy  
Fall 2017  

Course Goal: Students should be able to apply theories about environmental policy & human-environment interactions to solving practical problems in ecosystem management, and should be able to communicate the application of these theories clearly in writing.

Learning Objectives:

1. Students will develop an understanding of fundamental theories about environmental policy and be able to apply them to specific environmental problems.
2. Students will develop the ability to communicate through writing clear and concise briefs about environmental policy problems.
3. Students will apply knowledge about specific environmental policies of general importance, as well as environmental policies in their area of interest in their writing.
4. Students will evaluate the writing of their peers through written critical reviews.

*This course is largely based off the work of the previous instructor, Dr. Forrest Fleischman. Many thanks to him for his generosity in sharing his materials.

Instructor:
Dr. Leslie Ruyle, Assistant Director Scowcroft Institute of International Affairs in the Bush School of Government and Public Service  
1083 Allen Building  
408F AGLS  
ruyle@tamu.edu  
Office hours: Wednesdays 9:00-11:00 am, Thursdays 2-3:30 pm or by appointment. For Distance-Ed students, we can arrange Skype videoconferences or phone conversations.

Teaching Assistants:
Jenna Likins, Graduate Teaching Assistant- Lead Section 700  
Department of Ecosystem Science and Management  
jlikins@email.tamu.edu  
Office hours: First floor of WFES on Mondays from 9-11am and Wednesdays from 3p-5pm.

Mary-Claire Graham, Undergraduate Teaching Intern- Section 904  
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grah5056@tamu.edu  
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Ana Welch, Undergraduate Teaching Intern- Section 700  
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anawelch@tamu.edu  
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Hank Dareing, Undergraduate Teaching Intern - Section 700  
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Office hours: 1-4 on Mondays at the library, or by appointment.

Chris Garza, Undergraduate Teaching Intern - Section 902  
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Office hours: Monday, Wednesday, Friday: 0830-1100 West Campus Library, First floor

Payton Harrell, Undergraduate Teaching Intern - Section 901  
Department of Ecosystem Science and Management  
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Office hours:  8:00 am to 11:00 am on Wednesdays in West Campus Library

Thomas Vincent, Undergraduate Teaching Intern - Section 700  
Department of Ecosystem Science and Management  
tmvincent97@tamu.edu  
Office hours: 1pm-3pm on Tuesdays and Thursdays in the Flagroom of the MSC or by appointment.

Fiala Bumpers, Undergraduate Teaching Intern - Section 903  
Department of Ecosystem Science and Management  
arespostale@tamu.edu  
Office hours: TBA

Please note that Teaching Assistants do not make final determinations of grades, and cannot grant extensions or change grades. Concerns about grades need to be addressed to Dr. Ruyle.

Class Schedule & Prerequisites:  
This course is taught online and there are no regularly scheduled class meetings. Students should expect to spend 8-10 hours per week on the course, most of it online, and will be responsible for handing in written assignments on a weekly or bi-weekly basis. Thus, students must have regular access to a computer with a high-speed internet connection to participate in the course. Students are expected to be familiar with, or rapidly familiarize themselves with the eCampus learning environment. Students having trouble with the system should contact the TAs for assistance immediately. There are no formal prerequisites for this course at this time, however a minimum of a prior course in ecology and a prior course in economics is strongly recommended.

Textbook & Readings:
This course has no required textbook. Readings and video lectures will be posted on eCampus. Students are responsible for accessing and downloading reading assignments. Supplemental readings are also posted under “Resources.”

**Assessment:**

In order to assess whether students have achieved the course goals, students will write a final paper in which they apply theories of environmental policy to understanding an environmental policy problem within their specific area of interest. The paper will be based on a series of shorter assignments written over the course of the term. Students will receive feedback from the instructors in the course and their peers on these short writing assignments, which they can use both in improving their final assignment. Students who receive low grades on their short individual writing assignments should pay close attention to the feedback they receive, as the larger number of points in the final projects means that they can earn good grades if they use this feedback to improve.

In addition to individual writing assignments, students will also review work of their peers in the Peerceptiv program available in eCampus. The purpose of peer review is two-fold. First, learning how to provide constructive criticism to others helps students learn how to interact with others in the professional workplace—thus, these assignments allow students to practice an essential job skill. Second, research shows that students learn more effectively when they review work of their peers, and not only with their professors. In a normal classroom based class, students have plentiful opportunities to learn from their peers, but in this online course, students’ opportunity to learn from their peers comes primarily from reading and critiquing one another’s assignments. Through these peer reviews, students will benefit from being exposed to a greater diversity of opinions and working styles. Students may find that their individual papers improve due to their exposure to work of others. Students will be expected to provide three reviews for each of the five memos. Reviews will be worth 50 points. There will also be a mechanism where you can provide feedback to your reviewer, so they know if your critique was helpful or not. The instructor will be experimenting with new software to conduct these reviews more effectively, so please be patient with possible technical glitches.

The specific form of writing emphasized in this class is the policy memo. This is the form of communication that advisors and consultants give to their superiors to communicate core ideas. Writing of this type is expected to be concise, straightforward, and avoid jargon as much as possible. Passive voice is avoided and writers use the first person. This style may be somewhat different from writing styles you have learned in other classes, so during the first unit of the class we will read more about the specific form policy memos should take.

Each unit in this class will have 2 quizzes which are designed to facilitate your learning process and to provide feedback to the instructor about what elements of the course are working well.

**Help with Writing:**

Recent studies of employers hiring college graduates have found that communication skills, including writing, along with critical thinking and problem solving, are the skills most valued by employers (e.g. see [https://chronicle.com/article/Giving-Employers-What-They/139877/](https://chronicle.com/article/Giving-Employers-What-They/139877/)). It is
thus imperative that students improve their writing skills. Thus, in addition to the feedback and practice students will receive in this class, I strongly encourage all students, regardless of ability, to take advantage of the resources provided by the University Writing Center (http://www.writingcenter.tamu.edu). These services include *free* consultations at any stage of the writing process, and can conduct consultations in person, over the phone, or through email. Actually, these consultations are not really free – students pay for them in student fees, so not using them is like throwing your fee money away. Students will get the most benefit out of these consultations if they attend them well before deadlines, and go to the consultations with complete information about the assignments, including the posted grading rubrics. Students can receive 10 points of extra credit if they submit proof of having visited the writing center for this class prior to October 15th.

**Expectations & Workload:** This course is taught entirely online. The online format gives students considerable flexibility in when they do the work for the class, however students should not mistake this flexibility for a lack of work. Because a typical 3-unit course requires 3 hours of in-class time plus approximately 2 hours outside of class for every hour in class, students should expect to spend 8-10 hours per week working on this class. Students should expect approximately 100 pages of challenging reading per week, a writing and/or critiquing assignment due approximately every 2 weeks, and regular quizzes. Students can expect answers to communications to the professor or TAs within 48 hours of sending their inquiry. Please note that this is a large class and help for assignments is best provided well ahead of the due date and time.

**Honor code, fair use, and collaboration:**

*“An Aggie does not lie, cheat or steal, or tolerate those who do.”*

Students are expected to be familiar with the Aggie honor code: http://aggiehonor.tamu.edu/. In this course, there are two honor code issues that students should be particularly aware of:

1. **Fair use.** Students are expected to be familiar with the principles of fair use prevalent in academic life. Further instruction on these principles will be offered during the first week of class, however a summary is as follows: students should give credit whenever they present the ideas of others, and should not attempt to pass off others ideas or words as their own.

2. **Respect.** Students will be critiquing one another’s work as an aspect of this course. Critiques should ONLY BE about the quality of the writing and the arguments. You will be provided with a thorough rubric to use in providing guidance for your review. Please be respectful and provide the type of feedback you would wish to have on your own work. Here are some ideas on how to be a quality peer reviewer.

**Late Assignments, Extensions, Re-grades:**

Because the online nature of this course provides great flexibility for students in terms of when they work on and complete assignments, students are expected to complete work by the prescribed deadlines. Students who are not available to hand in an assignment on the day it is due
for whatever reason are responsible for handing it in ahead of time. Assignments handed in late will not be accepted, except in the case of excused absences, as defined by university policy (http://student-rules.tamu.edu/academicrules). Students who have excused absences, as outlined in university policy, are required to contact the professor via email at the earliest possible date to make alternate arrangements.

Regrades: Even professors make mistakes. If you are concerned that your grade is in error on any assignment, you may request a re-grade. Regrades requests must be submitted via email to Professor Ruyle within 48 hours of the release of the problematic grade. The email should clearly state the reason the grade is incorrect, with reference to the specific part of the grading rubric & memo where the mistake was made. The professor will regrade the entire assignment, thus a regrade may result in the student receiving a lower grade.

*Late quizzes will not be accepted.

**Americans with Disabilities Act Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Course Grading Rubric**

- Five unit pre-quizzes and five unit post-quizzes each worth 14 points. (140 points total)
- One plagiarism tutorial worth 10 points. (10 points total)
- Five memos worth 50 points each (250 points total)
- Fifteen peer reviews. For each of the five memos, students will be expected to review three memos of their peers. (250 points total)
- One final memo is worth 350 points. This memo will be the end product of all your work throughout the semester.

Total =1000 points

Grading Scale:

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 599 = F

In the unusual case that a student has a grade between the 99 and the 00 (e.g. 899.4), conventional rounding rules will be followed (i.e. 899.4 is rounded down to 899, a B, 899.5 will be rounded up to 900, an A)
Course outline *Subject to Change* Please check the latest version on eCampus.

Unit 1: August 28 - September 12: Course Introduction

Policy is a word that refers to authoritative decisions made by groups of people. The most prominent policies are national laws, such as the Endangered Species Act or the Clean Water Act, but policies exist at many levels – for example, the Aggie Honor Code is a policy of Texas A&M University. Even small groups of people often have policies – for example, in my house we clean every Tuesday.

In this unit, we will read the introductory chapters of three widely utilized policy textbooks, which will give a background in three different approaches to understanding what policy is and how the study of policy can be approached.

Assignment #1: Unit 1 quiz. Due Wednesday August 30 at 1 PM Central Time. 10 points.

Assignment #2: Individual Memo 1: Topic Proposal. Due Friday September 1st at 1 PM Central time. 50 points, 600 words. Students will write a short proposal for the ecosystem policy they wish to study for the remainder of the term, and will be responsible for locating 5 sources of information about this topic. A series of readings, posted under the Resources tab in eCampus provide further details of how to write a policy memo, how to conduct research, and provide examples of appropriate topics.

Assignment #3: Plagiarism Tutorial. Due Monday September 4th at 1 PM Central Time. 10 points. Students will study the plagiarism tutorial available at the Indiana University Bloomington, School of Education Tutorial home page (https://www.indiana.edu/~academy/firstPrinciples/index.html) and will take the included test. At the end of this test they will be able to print out a “confirmation certificate” which will indicate the exact date, time, and IP address from which they completed the test. Students will submit this confirmation certificate via a link on eCampus.

Assignment #4: Peer Review: Memo #1. Due Friday, September 8th at 1 PM Central Time. 2 reviews worth 25 points each for a total of 50 points. Students will use the Peereceptiv tool to provide constructive criticism for five other memos written in the class. Memos will be assigned to students through the program.

Assignment #5: Post-unit quiz: due Monday September 11th at 1 PM Central. 14 points.

Unit 1 reading list:

- Introductory articles on policy:

• Review the information on the eCampus page under Resources, much of which is designed to help you get started researching and writing your policy memos.

**Unit 2: September 12-September 27: Justifications for public decision-making about natural resources:**

In this unit, we will focus on understanding the conceptual frameworks that justify most kinds of ecosystem policies. Students may have encountered some of these frameworks in previous coursework, as they are widespread not only in resource studies, but also in other policy areas. The goal of this unit is to help students understand and identify the kinds of policy problems they are dealing with. This in turn serves as a foundation for understanding what kinds of politics may occur and what kinds of solutions may be effective.

**Assignment #6: Unit 2 quiz. Due Wednesday September 13th at 1 PM Central Time. 14 points.**

**Assignment #7: Individual Memo #2. Due Friday September 15th at 1 PM Central Time. 50 points, 800 words.** In this individual memo, students will begin a structured analysis of the environmental problem they have selected to focus on. In this assignment, students should analyze which of the four classes of justifications for environmental policy apply to their problem (these are externalities, public goods, common-pool goods, and social justice).

**Assignment #8: Peer Review: Memo #2. Due Monday September 25th at 1 PM Central Time. 3 reviews worth a total of 50 points.** Students will use the Peerceptiv tool to provide constructive criticism for five other memos written in the class. Memos will be assigned to students through the program.

**Assignment #9: Post-unit quiz. Due Tuesday September 26th at 1 PM Central, 14 points.**

**Readings for Unit 2:**

• Basic reading:

• Externalities & Public Goods

• Common Pool goods:


• Social Justice

Unit 3: September 27th – November 14th: Policy Solutions

In this unit we examine the successes and failures of different approaches to policy problems. Because there are many such solutions, we divide this into two sub-units.

Unit 3.1: September 27th – October 16th: Markets and Governments as Environmental Problem-solvers.

Assignment #10: Unit 3.1 quiz: Due Friday September 29th at 1 PM. 14 points.

Assignment #11: Individual Memo #3: Due Monday October 2nd at 1 PM. 50 points. 800 words. In this memo students will explain the relationship of “traditional” solutions to environmental problems, such as private property, market mechanisms, and command and control regulation to the environmental problem they are studying. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

Assignment #12: Peer review: Memo #3: Due Friday October 13th at 1 PM. 2 reviews worth 25 each for a total of 50 points. Students will use the Peerceptiv tool to provide constructive criticism for five other memos written in the class. Memos will be assigned to students through the program.

Assignment #13: Post-Unit Quiz. Due Monday October 16th at 1 PM. 14 Points.

Readings


• Command & control regulation

• Property & markets

Unit 3.2: October 17th - November 13th: Collaboration and Community as Environmental Problem-solvers.

Assignment #14: Unit 3.2 Quiz: Due Friday Oct 20th at 1 PM. points.

Assignment #15: Individual Memo #4: Due Monday October 30th at 1 PM. 50 points. 800 words. In this memo students will explain the role of communities and collaborative efforts in solving the environmental problem they are studying. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

Assignment #16: Peer Review: Memo #4: Due Friday November 10th at 1 PM. 2 reviews worth 25 each for a total of 50 points. Students will use the Peerceptiv tool to provide constructive criticism for five other memos written in the class. Memos will be assigned to students through the program.

Assignment #17: Post-unit Quiz. Due Monday November 13th at 1 PM. 14 points.

Readings:


**Unit 4: November 14th - December 8th: Implementing and Changing Ecosystem Policies**

**Assignment #18**: Unit 4 Quiz. Due Wednesday November 15th at 1 PM. 14 points.

**Assignment #19**: Individual Memo #5: Due Friday November 17th at 1:00 PM. 50 points. **800 words.** In this memo students will discuss tools for policy change & implementation that are in use. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

**Assignment #20**: Peer review: Memo 5: Due Monday November 27th at 1 PM. 2 reviews worth 25 each for a total of 50 points. Students will use the Peerceptiv tool to provide constructive criticism for five other memos written in the class. Memos will be assigned to students through the program.

**Assignment #21**: Post-unit Quiz. Due Tuesday November 28th at 1 PM. 14 points.

**Readings:**


Final Memo: Assignment #22: Final Assessment: Due Wednesday December 6th at midnight, Central Time. 2500 words. 350 points. Individual memo in which students describe the primary cause of the problem they are writing about and explain what they think the most effective solution to the problem is & why.