Instructor: Dr. Jennifer L. Morse (*she/they*)
Course time: Friday 8:10-11:40 AM
Classroom: VSC 415
Office: SRTC B1-04B, Portland State University

Student drop-in hours (in person or by Zoom):
Mon 10:30-11:30am, Fri 2-3pm, by appt
Zoom link for drop-in hours:
https://pdx.zoom.us/j/7024512248
Contact: jlmorse@pdx.edu; 503-725-2826

Land Acknowledgment: Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. By recognizing these communities, we honor their legacy, their lives, and their descendants.

Meeting Format: This course is fully in-person. Attendance is required, as we will be doing field and lab activities in a compressed, 5-week schedule. I am open to accommodations if you need them, so please talk to me and see the Disability Resource Center for a formal request to start the process.

Course Overview: This term, the course is designed as an introduction to methods you might use to prepare for fieldwork, to collect field data, and how to manage field data once you are back in the office. These methods will be broadly applicable to terrestrial and aquatic field work. Students will gain a basic understanding of an assortment of resources used by professionals and researchers to collect and use data and samples from the field. We will have classroom sessions with lectures and group work, hands-on laboratory activities, and field trips.

Learning objectives:
- Gain an understanding of field safety and preparations for field work
- Learn about and apply different methods for field data collection and data management
- Explore how these methods and skills may be applicable in a professional setting

Readings: Readings/other materials will be posted in the Module for each week in Canvas.

Technology: While it will be helpful for each student to bring a laptop (PC/Mac/Chromebook) to classroom sessions and a smartphone for field trips, it should be possible to share those devices among group members.

Lecture notes: Slides will be placed online in Canvas before class. Lectures will be recorded by Zoom but are not available as live, remote sessions.

Course Environment: I intend to serve students from all backgrounds and perspectives in this course, to address students' learning needs both in and out of class, and to ensure that the diversity that students bring to this class is viewed as a resource, strength, and benefit. I try to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. But there is always room for improvement. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, please let me know of any religious or other events that may conflict with any class meetings this term so that we can make arrangements.

Instructor Expectations:
- <u>Participate</u>: As much of learning will be based on practical field, lab, and data analysis techniques and group discussion, participation will be a significant portion of your grade. Be sure to watch any required videos, complete required readings, and complete assignments. You can get as much out of this course as you put in.

- Ask questions: If something is unclear, please ask, and I will be sure to clarify. You can also consult with other classmates during group discussions.
- Be respectful: Please be respectful of the shared space and of other people as you interact with them online or in class. Being respectful means not only approaching discussions and interactions in a meaningful and thoughtful manner, but it also refers to being respectful of everyone's time by turning in assignments and participating in discussions in a timely manner.
- Adhere to the code of conduct: https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility

Evaluation and Grades: All assignments will be graded on a point basis and weighted as shown below. Assignments and due dates are shown on the course schedule.

Grades:			Grading scale:	
Participation	30%		90-100	A
Weekly Activities	50%		80-89	B
Final Project	20%		70-79	C
			60-69	D
			< 60	F

Preparation and Participation (30%):
- I expect you to read and view the assigned materials before class each week (except week 1). They will be posted in the Module for each week in Canvas. This will help you get the most out of the lectures and in-class activities.
- Active participation in class and in Canvas is encouraged, for example through asking and answering questions, informal discussion, in-class writing, and small-group discussions. Participation and engagement are essential for success in the course.
- For field trips, you must be prepared to spend extended periods outside in cold and rainy weather, walking and getting muddy, with appropriate footwear, clothing, and snacks.
- You must attend the class meeting times. If you are sick and must miss one class, I may be able to arrange an alternate activity.

Weekly Activities (50%): These activities may consist of discussion questions and responses to a reading or podcast or video, notes from a hands-on in-class activity, or a multiple-choice quiz. You will have nearly a week to complete each activity, so they will be due on Thursdays by 12pm.

Final Project (20%): Working in groups, you will prepare a presentation on the field trip site, presenting results of 1) the soil sampling and analysis and 2) the sensor data from the data loggers, with a map showing the field sampling location(s), descriptions and photos showing the methods, and tables/figures that interpret the results. You should include information about how each person contributed to the project and what you learned from the experience.

Late Work: Each student will be allowed to submit one weekly activity up to 3 days late without penalty or justification; beyond that, you will lose 10% for each day it is late. If your circumstances need more flexibility, please talk to me so that we can find a solution that works for you.

Communication and Availability: I am happy to answer questions via email (I rarely check my voicemail), but please allow 24-48 hours for a response and check the syllabus and Canvas first! I encourage you to visit during my drop-in hours to discuss the course and any issues or questions you have about it. If you are having difficulties with the course, please come see me early in the term.

Course schedule: Subject to change in case of weather problems, etc.

Table shows Week/Date (Column 1), Topics (Column 2), and Activities and Due Dates (Column 3)

Week/Date	Location/Topic	Activities and due dates
1: Jan 10	Classroom: • Course overview • Field safety and planning • Create a field safety plan • Soils overview • Web Soil Survey	Activity 1: • Read/view materials about field safety and soils • Choose a scenario in Appendix 1 • Discussion post and soils map due by Jan 16
2: Jan 17	Classroom: • Intro to field notes, sketches, mapping • GPS and Avenza software Walking field trip: • Field notes, sketches, mapping • GPS data collection and soil sampling	Activity 2: • Turn in field notebook with notes and sketches. • Produce map of Duniway Park • Discussion post due by Jan 23
3: Jan 24	Field trip to Thomas Dairy • Field notes, sketches, mapping • GPS data collection • Soil sampling • Data logger download	Activity 3: • Turn in field notebook with notes and sketches • Discussion post on soil sampling methods and field trip experience due by Jan 30
4: Jan 31	Classroom: • Soil texture testing • Hydrology overview • Download data from ZentraCloud • Create graphs in Excel	Activity 4: • Write up soil texture method and results • Finalize graphs in Excel • Upload document by Feb 6
5: Feb 7	Classroom: • Work in groups to analyze soil texture data and hydrology results • Create a presentation to share and discuss findings	Group Project: • Present your slides in class • Upload presentation by the end of class on Feb 7 Activity 5: • Environmental careers • discussion post due by Feb 13

Classroom Recommendations for All Students and Faculty Due to Covid-19

Masks: Portland State no longer requires that masks be worn in classrooms, offices, and most other public and private indoor spaces. The Centers for Disease Control and Multnomah County Public Health recommend that anyone recovering from COVID-19 wears a mask through day 10 and that anyone exposed to COVID-19 wear a mask around others for 10 days from the date of exposure as well.

In addition, I understand that some in our community may feel more comfortable continuing to wear a mask. That is a personal decision that I wholeheartedly support. I ask that our community respect the choice of colleagues and students who keep their masks on. I also respectfully request that faculty, staff and students refrain from asking students or colleagues to wear a mask. Adapted from
https://www.pdx.edu/covid-19-response/masks

Illness, Exposure or Positive Test for COVID-19

- If you have symptoms of COVID-19 or if you were a close contact of someone with COVID-19, it's a good idea to get tested regardless of your vaccination status. If you are getting tested because you had close contact with someone who has COVID-19, it's best to get tested 5 days after exposure.
- Testing resources: https://www.pdx.edu/covid-19-response/testing
- If you test positive for COVID-19, please stay home, take care, and don't come to campus.
- Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons, so that we can discuss strategies to support your learning during this time.
- If I become ill or need to isolate during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main COVID-19 Response webpage and look for emails from the University on these topics.

Additional Important Resources

1. Student Conduct Code

Portland State has a well-defined conduct code. This link takes you to the official description.
Conduct: We are to realize the highest ethical standards of behavior, as per the Code of Conduct to which we are bound.

2. Academic Honesty

Plagiarism or other academic dishonesty will not be permitted and will yield a failing grade for the assignment. Please consult the Purdue OWL or me regarding plagiarism and other writing issues: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

The issue of academic dishonesty has become a growing issue with which most universities have had to contend. There are various reasons why students 'cheat' in their classes such as lack of time, unwillingness to put forth their own effort, lack of understanding of course material or assignments, and a different interpretation of what constitutes academic dishonesty. In this class, academic dishonesty is broadly defined as the use of someone else's work as yours. This includes some obvious actions such as:
- Having someone take a class for you
- Having someone take or complete part of your test or an assignment for you
- Having someone else write a paper, or a section of a paper for you

- Using a quote or direct passage from some secondary source (e.g., book, article) in a paper without citing it (this does not include your responses provided on tests that are taken directly from the professor's lecture or other class material]
- Working collaboratively on projects or assignments that are expected to be completed on an individual basis.
- There also other actions that are considered academically dishonest that are less obvious:
  - Submitting a paper that utilizes another person or source's theories, thoughts, ideas, concepts without proper citation
  - Using a paper or assignment, or a segment of a previous paper or assignment created by another group in which you participated.
  - Taking material off the Internet (including using generative AI to create content) and using it without full and proper citation.

The above list of actions is not intended to be exhaustive. If you have any question about what how to appropriately cite particular information, please contact me. Consequences for academic dishonesty include receiving no credit for the assignment, failing the course, or more serious disciplinary action.

3. DRC statement: Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) can provide reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, please contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- If you need accommodations and DRC is not able to help you, please contact me directly to initiate a conversation.

4. Title IX Reporting Obligations

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, including an Interpersonal Violence Advocate at the Women's Resource Center (503-725-5672), the Queer Resource Center (503-725-9742), or Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800. This Sexual Misconduct Website provides a

complete of those confidential employees and off campus resources. For more information about Title IX please complete the required student module Creating a Safe Campus in Canvas.

5. New Mandatory Safe Campus Online Training Module
If you have not done so already, please complete the Safe Campus Module in Canvas. The course is titled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." PSU *requires* all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take approximately 45 minutes to complete and contains important information and resources.
If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at https://www.pdx.edu/sexual-assault/reporting-options. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion. If you are having technical difficulties with the module contact OIT's help desk at 503-725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement contact saveact@pdx.edu. Do not contact your instructor.

6. Students' Right to Privacy
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Â§ 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
Students have the right to request that a school correct the records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.
Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions (34 CFR Â§ 99.31): for example, school officials with legitimate educational interest; other schools to which a student is transferring; financial aid officers; state and local authorities in cases of health and safety emergencies; etc.
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. For additional information about the law, see
 https://www.pdx.edu/registration/student-records-privacy-policy

7. Returning Work to Students
FERPA requires faculty to be very careful in safeguarding our students' right to privacy when returning students' exams papers.
Faculty can do one of the following:
    1. Return work directly to students in class
- Pass out assignments to students at the end of class
- Students retrieve their work, before or at the end of class, in individual, labeled file folders or envelopes that guard the confidentiality of the work inside, under the observation of the instructor, ensuring that only the student whose name is on the label removes the material.

    2. Return work and send feedback electronically.
    3. Students arrange to pick up work from instructors outside of class.

4. Students provide instructors with a self-addressed and stamped envelope that instructors can use to return material directly to students.

8. Communication

Questions and Email: As much as possible, please ask questions during and after class and come to my office hours. If these times do not work for you, send me a message to set up an alternative time. Please don't leave a voicemail on my office phone. If you email me, please follow these general guidelines:

- include an informative subject line (e.g., ESM 221, assignment #1)
- include a salutation (e.g., Hello Dr. Morse,…)
- include your name
- do not expect an immediate reply. Some days I will be able to respond to your email within the day, while other times it may take me 1-2 days to respond.

9. Canvas Learning Management System

Hardware/software requirements: This course requires the use of Canvas. Although this web-based course management system can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser.
If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. Many computers are available across campus.
Submitting documents to Canvas: It is best to submit documents to Canvas as .docx, .rtf, or .pdf. Canvas is not able to view .pages.

Viewing .pdf documents on a smart phone: We will often supply .pdf documents and these can be challenging to read on a small screen. Our best advice is to find a larger screen device. Our second recommendation is to download the .pdf and then use a viewer on your phone such as iBooks.

10. Resources & Services:

Check out the ESM webpage for info on the department: https://www.pdx.edu/environmental-science/
Career Services: https://www.pdx.edu/careers/ and

https://www.pdx.edu/careers/what-can-i-do-degree-environmental-science

https://www.pdx.edu/careers/what-can-i-do-degree-environmental-studies

Departmental honors: http://www.pdx.edu/environmental-science/esm-undergraduate-honors-program

Disability Resource Center: https://www.pdx.edu/disability-resource-center/ If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me so that we can arrange whatever academic accommodations you need.

ESM student council: Email the ESM student council <esmsc@pdx.edu> with ideas for developing the ESM community, issues regarding student advocacy or to join the council.

Financial insecurity: https://www.pdx.edu/student-finance/emergency-fund

Financial Wellness Center: https://www.pdx.edu/student-finance/financial-wellness-center

Food insecurity: PSU Food Pantry, SMSU 47A, https://www.pdx.edu/student-access-center/food-assistance; https://psufp.com/

Global Diversity and Inclusion: http://www.pdx.edu/diversity/

Academic Support Services: https://www.pdx.edu/student-academic-support-services/

Library Research Tutorials: http://guides.library.pdx.edu/home/howto and
https://guides.library.pdx.edu/esm

LSAMP (Louise Stokes Alliance for Minority Participation) enhances the undergraduate experience for underrepresented students in STEM. Funded by the NSF, our LSAMP program focuses on: Creating a community among LSAMP scholars that values excellence, diversity, and persistence; and Expanding opportunities for LSAMP scholars through participation in undergraduate research experiences and

leadership initiatives. If you're interested in finding out more, visit our LSAMP center [in 103 Epler Hall](#), talk to ESM-LSAMP faculty advisory member Cat de Rivera <derivera@pdx.edu>, SRTC 238e, or check out: https://www.pdx.edu/alliance-minority-participation/

Mental and physical health: https://www.pdx.edu/health-counseling/

Multicultural Centers: https://www.pdx.edu/cultural-resource-centers/multicultural-student-center ; https://www.pdx.edu/cultural-resource-centers/native-american-student-community-center ; https://www.pdx.edu/cultural-resource-centers/la-casa-latina-student-center ; https://www.pdx.edu/cultural-resource-centers/pacific-islander-asian-asian-american-student-center https://www.pdx.edu/cultural-resource-centers/middle-east-north-africa-south-asia-initiative ; https://www.pdx.edu/cultural-resource-centers/pan-african-commons

Queer Resource Center: https://www.pdx.edu/queer-resource-center

Veterans: If you are a Veteran and have questions about University services or need assistance with your transition from military to campus life, please contact Chris Goodrich, Coordinator of Veterans Services at the Office of Veterans' Services, SMSU room 425.

Women's Resource Center: http://www.pdx.edu/womens-resource-center/

Writing Center: for class assignments, resumes... https://www.pdx.edu/writing-center Cramer Hall rm 188

Additional Student Resources: https://www.pdx.edu/dean-student-life/student-resources