FOR 101
Michigan’s Forests
Course Syllabus
Spring 2013

INSTRUCTORS

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FLY FISH MICHIGAN!

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FLY MICHIGAN!

MEETING TIME/PLACE
Tu, Th 2:40 – 4:00 pm
Room 221 Natural Resources

DESCRIPTION
Ecological, social, and economic roles of Michigan's forests in a historic and contemporary context. Geographic comparisons of forest resources.

PURPOSE
Many of you have interests in our state's forests; you may live, fish, hunt, recreate, or work in or near them. Though you may be familiar with some aspects of Michigan's forests from your experiences, you may want to know more about a broader array of topics. This course is designed to help you learn some interesting facts about the history and present status of our forests and to discuss several issues related to their current and future use.

OBJECTIVES
(1) Learn the biological, social, and economic roles of Michigan's forests;

(2) Become familiar with the historical evolution of Michigan's forests and the people who use them; and

(3) Gain a perspective on the complex and multifarious nature of contemporary forest-based issues.
COURSE MODEL: 3 (3-0)

This course will be presented in a standard lecture/discussion format. Students are expected to attend class regularly and read assigned materials prior to the exams. Several guests will join us throughout the semester to talk about their areas of expertise. Slides and videos often will be used to amplify lectures.

TEXT


GRADES/GRADING

The grade assigned in this course will be based on four categories:

1. Two exams during the semester @ 100 points each  
200 points (40%)
2. Five (5) “Tree Time” Exams (online)  
100 points (20%)
3. Final exam (may be optional)  
120 points (24%)
4. Term paper or project  
40 points (8%)
5. Attendance during lecture  
40 points (8%)

TOTAL  
500 points (100%)

Exams: Sample exam questions will be posted on the course D2L website prior to each in-class exam. Students must monitor email messages daily, especially for notes about “Tree Time” exams.

Attendance: Beginning on the second Thursday, Lecture 4, there will be 25 class periods before the semester ends (the 2 exam periods are not included). Attendance at a minimum of 23 of these meetings will give you a full 40 points in category 4 and will allow you the option of not taking the final exam and receiving a grade based on 1, 3, and 4 above (280 total points). Attendance at fewer than 23 class periods will make the final exam mandatory and will reduce your points in category 4 as follows:

<table>
<thead>
<tr>
<th>Number of classes attended</th>
<th>Points in category 4</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 or more</td>
<td>40</td>
<td>Optional</td>
</tr>
<tr>
<td>22</td>
<td>32</td>
<td>Required</td>
</tr>
<tr>
<td>21</td>
<td>24</td>
<td>Required</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
<td>Required</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>Required</td>
</tr>
<tr>
<td>18 or less</td>
<td>0</td>
<td>Required</td>
</tr>
</tbody>
</table>

Numerical grades will be assigned based on the following 2 scales:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of total</th>
<th>Points—final not taken</th>
<th>Points—final taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>100-90</td>
<td>380-342</td>
<td>500-450</td>
</tr>
<tr>
<td>3.5</td>
<td>89-84</td>
<td>341-319</td>
<td>449-420</td>
</tr>
<tr>
<td>3.0</td>
<td>83-78</td>
<td>318-296</td>
<td>419-390</td>
</tr>
<tr>
<td>2.5</td>
<td>77-72</td>
<td>295-274</td>
<td>389-360</td>
</tr>
<tr>
<td>2.0</td>
<td>71-66</td>
<td>273-251</td>
<td>359-330</td>
</tr>
<tr>
<td>1.5</td>
<td>65-60</td>
<td>250-228</td>
<td>329-300</td>
</tr>
<tr>
<td>1.0</td>
<td>59-54</td>
<td>227-205</td>
<td>299-270</td>
</tr>
<tr>
<td>0.0</td>
<td>54 or less</td>
<td>204 or less</td>
<td>269 or less</td>
</tr>
</tbody>
</table>

COMPUTER USE IN CLASSROOM
I request that students using computers (except tablets) in the classroom sit in the back two rows—this reduces distractions for other students. Slides will be posted on the website post-lecture.
INTEGRITY OF SCHOLARSHIP AND GRADES
(All-University Policy)

The following statement of University policy was approved by the Academic Council and the Academic Senate, and serves as the definitive statement of principle and procedure to be used in instances of academic dishonesty.

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.

3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.

4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

5. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

(See also: Graduate Student Rights and Responsibilities, Article 5; or Medical Student Rights and Responsibilities, Article 5.)

--Academic Council
--Academic Senate
--November 18, 1969, Revised July, 1990
--Editorial revisions as printed in Academic Programs 2000