

Natural History of Ohio Syllabus

ENR 4610 Spring 2024

Course Information

- **Course times and location:** Wednesdays from 2:20-5:00pm in the Heffner Wetland Classroom at the Wilma H. Schiermeier Olentangy River Wetland Research Park.
- **Getting there:** The Wetland Research Park can be reached by foot or bicycle via the Olentangy River trail. You can also request transportation via the CABS On Demand service (see: <https://ttm.osu.edu/on-demand>). Bike and limited car parking is also available.
- **Credit hours:** 3
- **Mode of delivery:** In-person. IMPORTANT NOTE: We will be spending a portion of some of our class sessions outdoors so please come to class prepared no matter what the weather may be (e.g., rain/snow/sleet, hot or cold temperatures, intense sunshine). Stay tuned for details on which days we will be outdoors via in-class and Carmen Announcements. Please contact the instructor to discuss any accommodations you may need in order to participate fully in the class.

Instructor

- **Name:** Dr. Marijke Hecht [pronounced Ma-rye-ka Hekt]
- **Email:** hecht.102@osu.edu
- **Office location:** Kottman Hall, 320D
- **Phone:** 614-292-2265 (SENR Main Office)
- **Student Office Hours:**
 - Kottman 320D – Tuesdays 3:30pm – 4:30pm
 - Heffner Wetlands – Wednesdays 1:15pm – 2:15pm
 - OR by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email via the Carmen portal**. This helps me stay on top of your important messages.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. **Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.**



Guest Lecturers

We will be joined most weeks by experts in various aspect of Ohio natural history. For a complete list of guest lecturers, see our Course Schedule.

Please note that the specifics of this Course Syllabus are subject to change. Even if you print this syllabus, please check the online posted version & Assignments in Canvas, regularly.

Course Prerequisites

N/A

Course Description

This course will help students develop a broad understanding of Ohio's native plants and animals, Ohio's geology and geography, and the interrelationships between and among them. Students will develop observational and identification skills associated with Ohio's natural history.

Course Learning Goals & Outcomes

With successful completion of this course, students should be able to:

- Understand the abiotic and biotic components of Ohio's natural history
- Understand the relationship between the abiotic and biotic components of Ohio's ecosystems, including the influence of humans on the landscape
- Identify a range of Ohio species and landforms

This class is an opportunity to build on what you already know, discover what you want to learn more about, and begin to learn about and reflect on these new ideas and skills. If you take more than one class with me, you may recognize some of these learning outcomes. That is because, as learners, we develop our understanding and skills over time, not just in one semester. By the end of the semester students will be able to:

1. Describe and explain Ohio's geologic and climatic history and their influence on plant and animal communities
2. Identify and describe the ecology of Ohio's common ecosystems and identify the plants and animals which inhabit them
3. Describe the relationship between human practices and cultural histories and the natural history of Ohio
4. Explain what it means to be a 21st Century Naturalist
5. Reflect on and invest in your own development as a learner

One other goal I have is for all of us to have FUN! Why fun? Because learning natural history is fun and our class should be too.

How This Course Works

Mode of delivery: This course is an **in-person class that will meet outside occasionally** (pay attention to in-class and Carmen Announcements for information about outdoor meetings and come prepared for weather). We will also have two field trips. **You are expected to attend all class sessions.**

Pace of activities: Each week you will be expected to complete the readings before class. There are also opportunities for Application & Reflection, which includes project work, exams, and reflective assignments that are due to Carmen by the date and time shown. Students are expected to keep pace with weekly deadlines and any project phases.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent in class in addition to about 6 hours of independent and collaborative work with your classmates on reading, writing, and project preparation to receive a grade of C average.

Attendance and Course Engagement requirements: Productive and active participation is required for success in this course. Attendance and Course Engagement is also worth 15% of your overall grade in this course and will be based on evidence of your thoughtful participation through several modes including but not limited to: **attendance, small and large group discussions, participation in TopHat activities, and/or one-on-one discussions with me during office hours.** I recognize that people have varying levels of comfort speaking in public. I am offering these different modes of engagement so that each of you can find an approach that works best for you. With that in mind, I have the following expectations for everyone's participation:

- **Attending and participating during in-class activities: Every week**

Each of us should be prepared to bring our best authentic self to class each day. You are always expected to take responsibility for your own learning and you are expected to physically attend all classes as long as – and only if – you are healthy.

If you have a situation that might cause you to miss class, *email me via Carmen as soon as possible* to let me know. If you must miss class, you are expected to complete all assignments, including Course Engagement activities (e.g., TopHat). *It is your responsibility* to remind me to assign Course Engagement activities to you as homework if you must miss class. If you are finding it challenging to physically attend classes and/or understand course content, you need to visit me during Office Hours or schedule an appointment with me so that we can work together to find an amenable solution.

- **Engaging in out-of-class thinking and doing: Every week**

You are expected to log in to the course in Carmen every week and to complete all readings and assignments. You will also be expected to work independently and collaboratively. I strongly suggest blocking out specific days/times each week to focus on this class so that it becomes part of your weekly practice.

- **Office Hours: As often as needed**



Office Hours are designed to offer you time to connect with me and share questions or ideas about course content and assignments (though questions are always welcome in class too!) You can also ask about my or your career trajectory, resources, and connections to other professionals in the field, internships and job opportunities, conferences or other professional development events, etc.

I strongly suggest that you visit my Office Hours at least one time during the first month of the semester so we can get to know one another. You can drop in during regular Office Hours or make an appointment for an alternate meeting time. You are also welcome to meet with me as often as you would like throughout the semester and are free to come alone or as a small group if that makes sense. My goal is to support your development as a human being ready to make a positive mark on this world and I look forward to getting to know each of you.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

Textbook

Lafferty, M. B. (1979). *Ohio's natural heritage*. Ohio Academy of Science.

NOTE: any edition of this text is acceptable, including CD, or online from OSU library which you can [download here](#).

Kaufman, Kenn, et al. (2015). *Kaufman Field Guide to Nature of the Midwest*. Houghton Mifflin Harcourt.

ODNR Field Guides which you will be expected to download from here:

<https://ohiodnr.gov/wps/portal/gov/odnr/discover-and-learn/safety-conservation/about-ODNR/wildlife/documents-publications/backyard-wildlife-documents>

Notebook and writing tool

This course will require you to learn (including memorizing) and synthesize a fair amount of detail about the natural world. Writing down ideas by hand can substantially improve your ability to retain this information.

Please get a notebook that you like to use and bring it to class every day that we meet. Some activities will take place outdoors so you may want a Rite-in-the-Rain notebook, though that is not required. Any basic notebook will do.

Tech tools for Course Engagement

Technology is a fascinating and helpful tool for education that undoubtably enhances learning opportunities in many ways. The use of laptops or other devices to take notes or read class assignments is totally fine. I will also be asking you to use technology both indoors and outdoors as part of your class participation in activities.

Technology can also be a distraction, however, so it is important that you use it appropriately. In other words, do not read or send texts, answer the phone, check Instagram or other social media, or shop online during class. When people are talking, do not stare at your screen. Be present. Be engaged. Be your best authentic self.

- You may want to use smartphone/tablet apps to explore outdoors. The following are some of my favorite apps that I use regularly. You may want to download these if you don't already have them.
 - **iNaturalist** – <https://www.inaturalist.org/>
 - **Seek** – https://www.inaturalist.org/pages/seek_app
 - **Merlin** – <https://merlin.allaboutbirds.org/>
- We will be using **TopHat** as an additional tool for your Course Engagement. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMIw>). If you already have a Top Hat account, go to <https://app.tophat.com/e/707121> to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received OR...
 - Go to <https://app.tophat.com/register/student>
 - Click "Search by school" and input the name of our school
 - Search for our course with the following join code: **707121**
 - If you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Required Equipment

- **Laptop computer, smartphone, or tablet** to use for **Course Engagement** activities and note taking.
- **Notebook and writing tool**. See Required Materials section for description.
- **IF we need to go remote, you will also need:**
 - **Computer** with current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
 - **Webcam:** built-in or external webcam, fully installed and tested
 - **Microphone:** built-in laptop or tablet mic or external microphone
 - **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication



If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access) and/or come and speak with me to help you troubleshoot.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- Comfort downloading and using mobile apps
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings) IF we go remote

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

IMPORTANT NOTE ON GRADING: I care about learning, not grades. Therefore, I will be using **Consultative Grading** for your project work and final grade for the semester. See my *Letter to Learners* in Carmen for more information about what this means and why I use this approach.

What you will do	How it will be graded	Total points/Breakdown	Weight
Self-reflections (x3)	Graded by professor and/or teaching assistant	100 points total 20/30/50 points each	15%
Reading the Landscape Project	Graded by professor and/or teaching assistant with student self-reflection considered	100 points total Phase 1 – 20 points Phase 2 – 80 points (student self-reflection considered)	25%
Attendance & Course Engagement	Graded by professor and/or teaching assistant <i>Weekly points based on varied activities including but not limited to attendance/participation entries/TopHat</i>	100 points total/ 10 points/guest lecture week	15%
Tests (x3) 1. Fauna 2. Readings & lectures test 3. Flora	Graded automatically in Canvas and/or by professor and/or SIA/teaching assistant	300 points total/100 points each	45%
TOTAL		600 (points are weighted)	100%
FINAL GRADE	DETERMINED BY PROFESSOR WITH STUDENT SELF-REFLECTIONS & CONSULTATION CONSIDERED		

See [Course Schedule](#) for due dates.



Descriptions of Major Course Assignments

Self-reflections (x3)

Description: These are short writings (1-2 pages) that are meant to give you a chance to think more deeply and synthesize some of the material from our readings, lectures, and class discussions and to connect these ideas with your own development as a learner and future natural resource professional. Your writing should be in the first person and can be more informal than an academic paper while still using clear and concise writing and citations as appropriate. Specific directions for each Self-reflection can be found in Carmen Assignments.

Academic integrity and collaboration: Your written assignments must be your own original work. If needed, you should follow APA style (<https://guides.osu.edu/c.php?g=605168&p=7880510>) to cite the ideas and quoted words of your sources, such as a class reading. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Reading the Landscape Project

Description: As a future Environment & Natural Resources professional, you will be expected to identify and make connections between landscape pieces (i.e., flora & fauna) and patterns (e.g., relationships, interactions) in order to make sense of how these elements come together. One way to think of this is as a process of *reading the landscape* and then telling the story of how this landscape functions to others. In this phased project, you will have the opportunity to select a small landscape that you will explore on multiple occasions, collect data about this landscape, and then report on your findings in a written format of your choosing.

Academic integrity and collaboration: Your final product must be your own original work. You are encouraged to ask a trusted person to review or proofread your final project before you turn it in but no one else should revise or rewrite your work.

Attendance and Course Engagement

Description: Reflective and active engagement is a requirement for this course. My goal is for us to develop into a community of learners where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world. To be a good citizen in our course is to be present, to engage, to submit assignments in a timely way, participate in peer reviews, etc. Course engagement is crucial for a good class.

My goals for course engagement are to:

1. Develop a supportive and healthy learning community.
2. Learn from the expertise of our classmates, and share the expertise that we each bring to class.
3. Foster critical thinking and questioning skills through reflective discussions on the course readings.



The overall grading for each week will be based on your attendance and evidence of your thoughtful engagement with varied activities including but not limited to verbal participation, TopHat, etc. I recognize that people have varying levels of comfort speaking in public. I am offering different modes of engagement so that each of you can find an approach that works best for you. Each of us should be prepared to bring our best authentic self to class each day.

If you must miss class for any reason, it is your responsibility to email me via Carmen to communicate that you will be absent. If you are unable to email in advance, you should do so as soon as possible after your absence. After I have heard from you, I will either offer you the opportunity to make up the Course Engagement assignment (e.g., assign TopHat question as homework) or excuse you for these points if the activity requires being present in class. Only those students who communicate with me about their absence will be allowed to make up Course Engagement activities. Students who skip class without communicating will not be allowed to make up these points.

Academic integrity and collaboration: Your course engagement should be a combination of individual and collaborative work. Conversations should be driven by a genuine desire to learn from and with other members of our class community and your tone should always be respectful. Rude and/or disrespectful tone or behavior will not be tolerated.

Tests

Description: Tests may contain a variety of question types, including true/false, multiple-choice, and written answers. Questions may be drawn from readings and class lectures & discussions. They will include some responses to and identification of images on slides projected in the classroom. **This means that tests cannot be made up at a different date.** Tests will be timed (70 minutes) and all students will have one attempt. Note that there is no final exam in this class.

Academic integrity and collaboration: Some tests will be open book/notes in which case you will be welcome to use any materials that we have engaged with during class. Under no circumstances should you work collaboratively with your classmates. The tests are a chance for you (and me) to see how much you have learned as an individual.

AN IMPORTANT NOTE ABOUT ARTIFICIAL INTELLIGENCE SURVEILLANCE TOOLS AND ACADEMIC INTEGRITY: I do not use on-line AI surveillance tools during tests or to review your writing (e.g., eye-trackers, plagiarism scanners). This is because I consider trust to be foundational for the educator-learner relationship. I trust that each and every one of you are responsible for your own learning and I know that you will get out of this class what you put in. You cannot cheat on anything for me, you can only cheat yourself.

Due Dates

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. In general, all assignments are due by 11:59 PM Eastern Time on the date indicated on the **Calendar on Carmen**, unless noted otherwise. (Due dates can also be viewed under the **Syllabus** tab.) Please be aware that Carmen follows the Eastern Time (ET) time zone. Assignment due dates adhere to this time zone, and it is your responsibility to submit assignments accordingly.

Late Assignments

I strongly discourage work being turned in late. **Late assignments will automatically lose the point equivalent of FIVE percent per calendar day and will generally not be accepted later than THREE calendar days after the due date.**

However, I recognize that life happens. Each student will have the option of using an automatic **Request for Extension one time per semester without penalty**. This request must be submitted *as soon as possible* via the form that you will find on Carmen. In the form, you will include your name, the assignment name, and a new due date that you propose. This is not an invitation to slack. This is an effort to place your learning in your hands. If you need to discuss additional missing or late work, please see me during Office Hours so we can discuss your individual and specific circumstances.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first using the Carmen email function, secondly through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university. I will not typically reply to emails on weekends or in the evenings.**
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E



Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Carmen:** Please use your preferred name and a clear photo of your face in your Carmen profile. If your preferred name does not match your current student record, please inform me so I can match records appropriately. Please also include your pronouns if you feel comfortable doing so.
- **Class Discussions:** To make the most of our discussions, I ask that we all adhere to these guidelines throughout the semester (note that these have been adapted from the iPage project at the Science Museum of Minnesota):
 - Be present and be your best authentic self
 - Step up / step back
 - Everyone has something to learn – no one person is good at everything or has all the skills (this includes me!)
 - Everyone has expertise to offer – every person has relevant strengths (this includes you!)
 - You have the right to ask for help, and the duty to assist
 - Be willing to experience discomfort
 - Expect and accept non-closure
- **Writing style:** Write using clear and concise language, along with good grammar, spelling, and punctuation. A more conversational tone is fine for reflective writing and for general audience writing.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm may impact people differently and is not an ideal way to communicate ideas about complex topics with people of different backgrounds and upbringings. I will do my best to model an appropriate tone and to provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the readings or other course materials, share at least the title and/or author and page number(s). For written assignments with specific citation requirements, you should use APA formatting.
- **Backing up your work:** Your assignments will take time to develop. Therefore, you should save them frequently in a secure location (e.g., an online 'cloud' system like One Drive or Google Docs) so if anything were to happen to your work (e.g., you spilled a drink on your iPad or laptop), you do not have to start over again.
- **If we need to go remote:** If we unexpectedly must switch to remote learning, we will use Zoom. During any potential Zoom sessions, I ask you to use your real name and a clear photo of your



face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)



Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive



community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Basic needs security

To learn effectively we all need basic security: a roof over our head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please reach out to the Student Advocacy Center: <https://advocacy.osu.edu/> or Renee Johnston (Johnston.230@osu.edu), the Academic Program Director in SENR. You are also welcome to reach out to me if you are comfortable in doing so. This will enable me to provide or connect you with any resources that I may be able to access. Together we will work to make sure your basic needs are met.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Reminder that **specifics of this Syllabus are subject to change**. Even if you print this syllabus, please regularly check the online version for up-to-date assignments and due dates, especially the Modules & Assignments in Carmen.

Weekly module	Topic/taxa	Guest Lecturer	Required Readings & Assignments
W1: 1/10	Introduction & Geology	Dennis Hull	Read Course Overview & complete Syllabus (PDF in Carmen) AND Read Lafferty Chapters 2 and 4 (skip 3); Kaufman Field Guide pp. 5-17 Self-reflection #1 DUE Sunday 1/14
W2: 1/17	Soils and Wetlands	Mark Dilley and Krystal Pocock leading a tour of the Olentangy Wetlands – be prepared to be outdoors!	Read Lafferty Chapters 5, 6, and 9; Kaufman Field Guide pp. 18-39
W3: 1/24	Fish Amphibians and Reptiles	Brian Zimmerman Cody Berkebile	Read Lafferty Chapter 8; Kaufman Field Guide pp. 276-321 <i>ODNR Field Guides: Amphibians; Reptiles; Sportfish; Stream Fishes</i>
W4: 1/31	Birds	Matt Shumar	Read Kaufman Field Guide pp. 208-275 <i>ODNR Field Guides: Common Birds; Raptors; Warblers; Waterbirds</i>
W5: 2/7	Arthropods	Ben Philip	Read Kaufman Field Guide pp. 322-393 <i>ODNR Field Guides: Bees and Wasps; Butterflies and Skippers; Spiders; Dragons and Damselflies; Mussels; Snails; Millipedes; Moths</i>
W6: 2/14	Mammals	OFFSITE Field trip to the Wildlife Center with Jayna Hulse (2:45pm-4:30pm)	Read Kaufman Field Guide pp. 186-207 <i>ODNR Field Guides: Mammals</i>
W7: 2/21	Test 1: Fauna & Reading the Landscape project workshop	Synchronous class – take test in class	Read Lafferty Chapters 10-15 and 19, Field Guide pgs. 40-47



W8: 2/28	Pleistocene/Holocene The First Ohioans	Dale Gnidovec Speaker TBD	Read Lafferty Chapters 3, 16, and 17 Reading the Landscape Phase 1 DUE Sunday 3/3
W9: 3/6	Nonflowering plants	Bob Klips	Read Kaufman Field Guide pp. 166-185
SPRING BREAK			
W10: 3/20	Trees	Andrew Boose	Read Lafferty Chapters 7; Kaufman Field Guide pp. 114-165 <i>ODNR Field Guides: Trees</i>
W11: 3/27	Being a Naturalist in the 21 st Century: Perspectives from the Field	Zoom webinar panel (4:00-5:30pm) Note: this will be recorded for folks who need to leave at 5pm	Read Lafferty Chapter 18 Self reflection #2 DUE Sunday 3/31
W12: 4/3	Test 2: Readings & Lectures	Asynchronous class – take test on Carmen	All content from readings and lectures (excluding Lafferty Chapters 10-15 and 19 & Kaufman Field Guide pp. 40-47)
W13: 4/10	Wildflowers	OFFSITE Field trip to Inniswood Metropark with Naturalist Jen Snyder (Exact time TBD)	Read Kaufman Field Guide pp. 48-113 <i>ODNR Field Guides: Spring Wildflowers (bring with you!)</i> Reading the Landscape Phase 2 DUE Sunday 4/14
W14: 4/17	Test 3: Flora	Synchronous class – take test in class	Self-reflection #3 DUE Friday 4/19

