



WISCONSIN NATURAL AREAS (BIO 116)
COURSE SYLLABUS & TOPICAL OUTLINE

SEMESTER BIO 116/LEC/ON01-2021/SUMMER/SU2

SCHOOL Arts and Sciences

INSTRUCTOR [Thomas L. Eddy](#)

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COURSE NUMBER/TITLE Bio 116/*Wisconsin Natural Areas*

CREDITS 3 credits

ATTENTION! All assignments must be submitted no later than five (5) days after the last (7th) class session!

CATALOG DESCRIPTION

Wisconsin Natural Areas explores wild and tame lands in “this place we call Wisconsin.” During the Pleistocene epoch, a continental glacier sculpted and modified the land, sans southwestern Wisconsin’s Driftless Area. This most recent Ice Age produced regional landscapes with contrasting ecoregions that underpin the state’s natural areas. Among the topics to be examined are ecological landscapes, Public Land Survey System, WDNR State Natural Areas Program, land ethics, ecosystem services, invasive species, natural areas restoration, and Wisconsin natural communities.

IMPORTANT: It is recommended that you save *all* written assignments on an offline storage device, e.g. flash drive, in the event an assignment must be resubmitted to [Marian Online 2](#).

COURSE OBJECTIVES

- Examine the Pleistocene Ice Age and recognize how glaciation influenced formation of varied ecological landscapes throughout the state.
- Learn how to determine the original vegetation cover of Wisconsin, circa 1830, by accessing and interpreting the Public Land Survey System's field notes recorded by the early deputy surveyors.
- Explore the WDNR State Natural Areas Program—SNA Program's history, funding, and specific designated state natural areas throughout the state.
- Become proficient understanding fundamental ecological concepts.
- Reflect upon Aldo Leopold's land ethic and explore your personal environmental worldview.
- Compare various restoration efforts of natural areas and research/prepare an ecological restoration proposal.
- Conduct an introductory and systematic examination of Wisconsin natural communities.
- Participate in virtual explorations that reinforce learning concepts.
- Foster an awareness and appreciation of the different ecosystem services that are provided by natural areas and the biodiversity they support.
- Become an advocate for land stewardship to restore, conserve, preserve and protect natural areas.



TOPICAL OUTLINE

Refer to **Topical Outline** (last page).

TEACHING STRATEGIES

1. Assigned readings and written summaries
2. Videos and written summaries
3. Virtual explorations
4. Forum discussions
5. Ecological restoration proposal prepared using APA style

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ASSESSMENT/EVALUATION METHODS

1. Online Quizzes

Online quizzes accessible via [Marian Online 2](#) are based on Randy Hoffman's book, [Wisconsin Natural Communities](#), Part 1.

IMPORTANT: Each quiz can be submitted only once. Use the textbook and outside sources to answer questions. Then enter the answers to the questions online and submit quiz for grading. There are no quiz do-overs.

2. Article summaries

Prepare a one page, double-spaced typed review for each of the seven article assignments. What is the crux of the article? What new information did you learn? Do you agree or disagree with the views expressed by the author(s)? Why? Upload reviews under "Assignments" via Marian Online 2.

3. Video summaries

View assigned video for each session and submit a paragraph summary that 1) identifies the video title and 2) explains what you learned new. Upload reviews under "Assignments" via Marian Online 2.

4. SNA summaries

For each session, "visit" the two featured state natural areas (SNAs) and submit the answers to the following questions for each SNA. SNA number? County? Section, range, township? Ecoregion? Nearest city? Year protected? Acreage? Outstanding features? Rare plants and animals? Upload reviews under Assignments" via Marian Online 2.

5. Ecological restoration proposal

Research and prepare an ecological restoration proposal that describes restoration objectives, implementation plans and monitoring plans for evaluating project success.

A proposal must outline a project of your choice that can be restored as a "natural area." Consult with the instructor about your proposal before you begin, so as to obtain recommendations and to avoid duplication with similar proposals.

Examples of "natural areas" restoration may include, but are not limited to: *shoreland restoration; wetlands mitigation; forest restoration and management; school forest, prairie restoration; garlic mustard management in woodlands; savanna restoration; European buckthorn management in southern oak forests; purple loosestrife management in wetlands; rain gardens, butterfly gardens, agricultural waterways and agricultural or shoreland buffers.*

The restoration proposal includes the following sections in this order: ABSTRACT, BACKGROUND, MATERIALS and METHODS, (estimated) ITEMIZED EXPENDITURES, TIMELINE, MONITORING, and REFERENCES.

View the ecological restoration proposal rubric to understand how the proposal is graded, based on content and organization.

Follow the APA style of writing as specified in Marian University's Reference Manual—A brief guide to using APA and MLA Documentation. Suggested length for a report is three to five pages; double-spaced and typed with one inch margins. Include a title page and a "References" page that cites a minimum of five references.

Proposals must include parenthetical references and where appropriate, captioned and labeled illustrations, maps, chart, graphs, and tables.

The ecological restoration proposal is due at the end of the course. [Upload reviews under "Assignments" via Marian Online 2.](#)

Click [here](#) to view an APA Writing Style Tutorial. For writing assistance/inquiries, access the Marian University Writing Center by clicking [here](#).

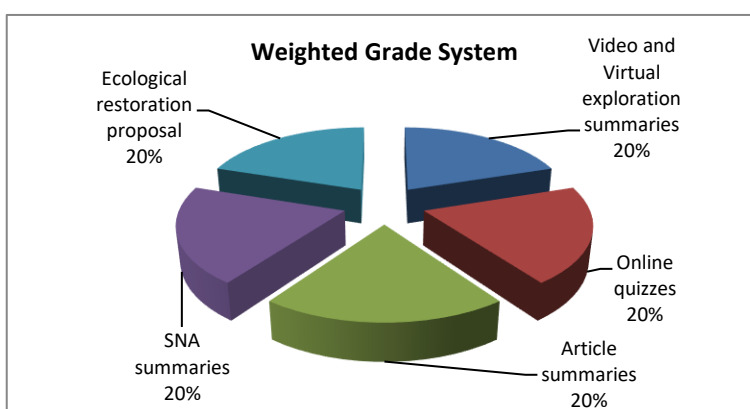
CHECKLIST OF REQUIRED WRITING ASSIGNMENTS

- ☒ Online quizzes (20%)
- ☒ Article summaries (20% grade)
- ☒ Video and Virtual exploration summaries (20% grade)
- ☒ SNA summaries (20% grade)
- ☒ Ecological restoration proposal prepared according to APA style (20% grade)

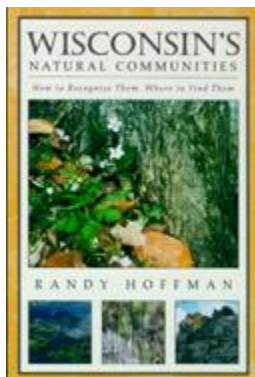


COURSE GRADING POLICY

Grade Scale & Grade Points		
A	93-100%	4.0
A-	91-92%	3.75
B+	89-90%	3.25
B	83-88%	3.0
B-	81-82%	2.75
C+	79-80%	2.25
C	73-78%	2.0
C-	71-72%	1.75
D+	69-70%	1.25
D	63-68%	1.0
D-	61-62%	.75
F	0-60%	0



TEXT



Hoffman, Randy, 2002. [*Wisconsin's Natural Communities: How to Recognize Them, Where to Find Them*](#). 400 pp. University of Wisconsin Press.

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Click [here](#) to purchase from UW Press. When you click the "Add to Cart" link, you will have the option to select e-book or paperback form.

Attendance Policy

As in the face-to-face environment, Marian University online classes require attendance. 'Attendance' is defined as participation in both the individual assignments and discussions. Learners who do not participate in a given learning session or who fail to complete the learning session's assignments will be 'absent' for said class period. While engaged in an online course, learners will be expected to sign into the Marian Online 2 system regularly throughout the course week, checking for e-mail updates, material uploads, and other course events. Learners will likewise be expected to respond to all class-related correspondence within the associated course week. In extenuating circumstances, such as travel or health-related situations, more time between sign-ins may be approved; however, learners will need to notify the instructor in advance and request approval.

An instructor may request that the Registrar administratively withdraw a student from a course if the student has not attended the first online week of a course that meets once each week. Students who are administratively dropped by the instructor of the course will be assessed a 10% tuition penalty and have a WD grade recorded on their transcript. This policy does not negate the responsibility of students for their schedule of classes.

Expectations

Due to the online and accelerated format of this course, your success will depend on your interaction with the course materials. You must log into Marian Online a minimum of 3-4 times weekly for announcements, assignments, course documents, and communications from the instructor. **Weekly written assignments must be completed and submitted by Sunday of the next week at 11:59pm.**

UNIVERSITY POLICIES

**For full description for Marian University policies and procedures, please refer to the Academic Bulletin.*

Classroom and Campus Expectations: Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Facebook, web-based venues).

A student who is deemed to be inappropriate in the classroom, including an online classroom, may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials. *In online courses, the "classroom" consists of the online learning environment hosted within Marian Online 2. (MO2)*

Academic Honesty Policy: The rules and procedures set forth in the current Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. These rules apply to cheating, plagiarism, and intentional misrepresentation of the truth. If an assignment is prepared by a student for this class, it is expected that it be the student's own work and that any use of the work of another be properly quoted and cited.

Disability Statement: Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel that you need accommodations to fully participate in this course, please contact Lisa Olig, Coordinator of Disability Services and Academic Support at 920-923-8951 or lmolig65@marianuniversity.edu.

Out of Classroom Workload Expectations: This course is a 3-credit course. For every hour of in course/instructional time, a minimum of two hours of out-of-class work is expected. Additional hours are expected of graduate course work depending on the degree outcomes.

According to Federal Guidelines from the US Department of Education, a 3-credit course assumes a minimum of 135 hours of course-related activities. The outside of classroom expectations of the students are as follow, for various modalities of courses:

- A course that meets for three hours each week across a 15-week semester (meets three times for one hour, meets two time for 75 minute session, or meets once for a three hour block) will have a minimum of six hours of outside class-work per week.

- A 7-week course that meets once a week for approximately 4 hours, will have a minimum of 15 hours of outside class-work per week.
- An 8-week course that meets once a week for approximately 4 hours, will have a minimum of 13 hours of outside class-work per week.
- Online and hybrid courses will have a minimum of 135 hours of combined synchronous or asynchronous course activities across the length of the course.

Academic activities include, but are not limited to reading, writing, studying, research, completing various assignments, and small group work.

At least an equivalent amount of class-related work is required for laboratory, field trip, practicum, workshop, group studio, individual studio, independent study, dissertation, clinical placements, student teaching, and practica. Courses that are more or less than 3 credits, use the same calculation of in course/instructional time, a minimum of 45 hours of course-related activities per unit of credit over the duration of the course.

WISCONSIN NATURAL AREAS (BIO 116) • TOPICAL OUTLINE

SESSION	TOPICS	ASSIGNED VIDEOS	ASSIGNED ARTICLES
Week 1	Setting the stage: Wisconsin Ice Age, geographical provinces	<i>The Geology of the Ice Age Trail</i>	<i>Three roundabouts, summer and an ice age</i>
Week 2	Wisconsin ecological landscapes and ecoregions, vegetation cover, public land survey system (PLSS)	<i>America's Lost Landscape: The Tallgrass Prairie</i>	<i>Wisconsin Through the Eyes of the 19th Century Surveyors</i>
Week 3	Wisconsin Natural Areas Program	<i>Wisconsin's Scenic Treasurers: Southern Vistas</i>	<i>Humans and the Environment in America's Past</i>
Week 4	Worldviews, a land ethic, environmental economics	<i>Green Fire</i>	<i>Natural Capital</i>
Week 5	Ecosystems	<i>National Parks: Wisconsin</i>	<i>Battling for Survival</i>
Week 6	Natural areas--preserving, restoring, creating, managing	<i>Creation of the Great Lakes</i>	<i>Black Gold of the Amazon</i>
Week 7	Wisconsin natural communities; ecological restoration project proposal	<i>The Man Who Planted Trees</i>	<i>From a Prairie Town</i>

About the Instructor

Mr. Eddy holds a BS degree (Biology major, Chemistry minor) from the University of Northern Iowa and a MS degree (Botany) from the University of Wisconsin-Oshkosh. Mr. Eddy is a past recipient of numerous awards, including the National Association of Biology Teachers' *Outstanding Biology Teacher Award* and the *Vernier/National Science Teachers Association Technology Award*. In 2001, he was presented an honorary doctorate from Ripon College for his science teaching and community service. Mr. Eddy served as President of the [Botanical Club of Wisconsin](#) and is an appointed member of the [Natural Areas Preservation Council](#). As a founding member of the [Green Lake Conservancy](#) land trust, Mr. Eddy is a passionate advocate for natural areas preservation. He has published numerous scientific papers and reports, and natural history articles and essays.