

**Wetland Ecology and Policy  
Fall 2010**

Wetland Ecology and Policy

*Prerequisites:* Biodiversity or Intro to Env. Studies

**Mondays, 1:50 pm – 4:50 pm; Fondren Jones 118**

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Office Hours: Tu/Th 2-4 or by appointment



Course Objective: To train students to navigate the biological, social and legal complexity that bogs down restoration and conservation of wetlands.

Expected Student Learning Outcomes:

By the end of this course, students will be:

- 1) Knowledgeable about the types of wetlands;
- 2) Able to discuss issues surrounding wetland laws, management, and policy;
- 3) Up to date with primary literature on the multiple ecological roles of wetlands;
- 4) Skilled at defining and discussing different types of wetlands; and
- 5) Adept at discussing the multi-disciplinary nature of wetland science.

Course Description:

Wetland Ecology and Policy must first be considered a biology course. We will spend the first third of the semester discussing the scientific definition and function of wetland habitats. We will cover topics ranging from nutrient cycling to hydrology and plant adaptations to restoration of degraded habitats. However, probably more than any other aquatic resource, wetlands do not exist in a 'static vacuum' in terms of their biological state or legal state. After gaining a scientific understanding of what properties embody a wetland, we will use the second third of the course to delve into the social and political debate that surrounds wetland science including wetland restoration versus creation.

Besides teaching you about wetland science, this course will improve your skills in written and oral communication, collaborative learning, contextual research and considering of issues from alternative perspectives. During the last third of the course, each student will develop a bill that addresses an overarching area, wetland conservation and preservation. The success of the bill will depend heavily on the incorporation of wetland biology. This exercise encompasses a bold attempt to create a national wetland law that has the support of multiple constituents. The challenge within wetland policy is to understand how these ecosystems can integrate with society, within the demands and confines of the natural structure and function of wetlands.

Course Philosophy:

Besides teaching you about wetland science, this course will improve your skills in written and oral communication, collaborative learning, contextual research and critical evaluation. To those ends, we will incorporate a variety of learning strategies including lectures, discussions, individual presentations and group projects.

Texts:

- 1) *Wetlands: An Introduction to Ecology, the Law, and Permitting*
  - ISBN -13: 978-0-86587-018-5 by Thaddock 2<sup>nd</sup> edition
- 2) *Wetland Ecology*
  - ISBN -13: 978-0-521-73967 by Keddy; 2<sup>nd</sup> edition
  - Cambridge University Press
  - Should be at bookstore Early September

**CRITICAL READING GUIDELINES:**

Whether you will enjoy and learn a great deal from this class is almost entirely up to you and your commitment to reading the course materials and engaging in classroom debate. Thoughtful reading is both active and responsive. As a general rule, thoughtful engagement either (a) uses readings as the basis for formulating interesting discussion questions; (b) uses readings as a basis to develop an interesting positive argument of your own; and/or (c) treats an author/work as an opponent worth refuting. **It is not enough, in other words, for you to merely read for comprehension.** I fully expect you to engage the works that we encounter in an active dialogue and to be prepared to share your impressions with the class community.

Partly due to popular media and fiction, in concert with their historical hindrance of development, many people develop a negative connotation of wetland habitats. They get “bogged” down in thinking that wetlands are only swamps where there are lots of bugs and fierce creatures and fail to see the inherent beauty and utility of wetland systems. Because wetlands are so diverse and versatile, coming up with a set definition of a “wetland” is a task that has plagued scientists and policy makers. After learning about what scientific factors constitute a wetland, you will actively participate in a debate about the need and practices of wetland creation and restoration.

**Learning/Course Management System:**

**Moodle** represents the learning management system now used by Southwestern. This web-based, open source program will be instrumental to this class. You sign into Moodle with your regular su-ID and password either through the SU-Portal or at the website: [lms.southwestern.edu](http://lms.southwestern.edu). This interactive system will enable you to:

- Download files (primary literature, assignment instructions/rubrics, etc...)
- Keep track of your grades
- Submit assignment and get on-line feedback
- Take quizzes
- Keep a calendar and view each week of the course and the upcoming activities and/or assignments
- Communicate with your peers

**Student "Bill of Rights" (Expectations for Methods)**

1. Each student can expect access course materials prior to class.
2. Although the focus of the class will be on wetlands, students can expect to learn general skills applicable to any ecology topic.
3. Each student can expect that I will arrange appropriate office hours when schedule conflicts.
4. Students can expect to improve their writing & presentation skills.

5. Each student can expect a classroom environment conducive to their learning. If this is not the case, see me immediately.
6. Students can expect that I will be attentive to their needs and flexible if excused absences (illness, sports, etc.) occur.
7. Students can expect Wetlands to be as “green” or “paperless” as possible.
8. Students can expect to become really adept at using Moodle.
9. Students can expect to integrate many different learning styles.
10. Students can expect that three hours of class will still go quickly.

**Professor and Course Expectations of Students:**

1. Every student will be **on time** to class. This means 1:50 p.m. as I will start recap of class at that time as we only meet weekly.
2. I expect that students will have read the assigned reading before we cover this material in class.
3. **WETLANDS expects that you will be responsible for your own mastery of the material.** If you have questions about concepts presented in the text or lectures, it is your responsibility to find the answers to questions or seek my help.
4. I expect that students will provide adequate warning if they are going to miss a class for legitimate academic circumstances. It is the student’s responsibility to review the class material and ask questions.
5. I expect the classroom environment to have a relaxed atmosphere where students can feel free to express opinions or ask questions.
6. Students must respect other people’s opinions even if they differ from theirs.
7. I expect that students will take some time to reflect on what they are learning.
8. I expect that students will contribute their own intellectual ideas.
9. I expect that, although the course focuses on wetlands, the skills gained can be applied to any set of interdisciplinary research.
10. I expect that students check their email routinely.

**OTHER POLICIES:**

- **OPEN COMMUNICATION**
  - Students are expected to discuss questions and areas of concern with me.
- **ATTENDANCE**
  - Students are expected to prepare for and attend each class meeting. See information above for participation guidelines.
  - **More importantly than just attendance, lack of preparation will diminish your capacity to fully engage in the intellectual pursuits and debates of class.**
  - **ATTENDANCE DURING THE MOCK-UP SESSIONS IS MANDATORY.** Each additional unexcused absence lowers grade by ½ a letter – i.e. B to B-; C+ to C.

- **TIMELINESS**
  - **Arrive to class ON TIME – which in the case of Wetlands = 1:50 p.m. If you come in later than 1:50, come in quietly and take your place. Anything less is disrespectful to me and your peers.**
  - **2 late instances = 1 unexcused absence.**

- **EMAIL**
  - I will frequently email to remind you of deadlines or to clarify points from a lecture. Please check your e-mail daily. You may also receive emails from Moodle.
- **DROP DATES:**
  - Please note the dates of 9/27 for withdrawal without record entry or 11/1 for W.

○ **LATE PAPERS**

- **The best advice is to turn in your work on time.** Moodle will show the deadlines for each of the assignments. At the latest, work should be brought with you and turned in during the beginning of class.
- **A 10% penalty accompanies late work turned in before the next class period. The penalty increases to 20% for work over one class period late.**
- **After 3 late assignments, any other late assignment will only earn ½ credit at most. Do not get behind with assignments.**

• **HONOR CODE**

- All course work is to be done independently unless otherwise noted. **You should type in the Honor Code on electronic assignments or fill out the questions on quiz items. Please write out and sign the honor pledge IN FULL according to the following:**

*I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.*

- If you are unclear on the concept of plagiarism or cannot sign the honor code in good faith, please see Dr. Burks immediately. When in doubt, paraphrase and cite using Name and Year methods (Burks 2003). Any perceived impropriety will be discussed with the student and then the appropriate action pursued.

• **ACCOMMODATIONS**

- Southwestern University will make reasonable accommodations for persons with documents disabilities. Students should provide documentation and schedule an appointment with the Academic Services Coordinator (Kimele Carter at x1536 or [carterk@southwestern.edu](mailto:carterk@southwestern.edu) in the 3<sup>rd</sup> floor Cullen) **immediately.**

• **MONDAY SCHEDULE:**

- |                  |                                  |
|------------------|----------------------------------|
| • 1:50 – 2:00 PM | Recap from last class            |
| • 2:00 – 2:40 PM | Burks Content Lecture/Discussion |
| • 2:40 – 2:50 PM | Break 1                          |
| • 2:50 – 3:40 PM | Student Presentations            |
| • 3:40 – 3:50 PM | Break 2                          |
| • 3:50 – 4:35 PM | Interactive Piece                |
| • 4:35 – 4:50 PM | Q&A; Look forward to next week   |

- **FACEBOOK**

- I'm happy to be "A Friend" with SU students with the knowledge that I am a faculty member at Southwestern first. I will not ask students to be Friends because I do not want to exert inappropriate pressure. As a "friend" and professor, I have a vested interest in students and an obligation to the University to take any concerns that catch my attention seriously. I'm not in the habit of checking up on students but I cannot help but read updates when posted. So, if there were something posted in an update that spoke to a personal concern or threat to any other student, then I feel obligated to follow up on the post. In what I hope to be **rare instances**, my follow-up actions may take the form of a message from me or a call by me to appropriate University personnel better equipped to handle dramatic situations. I think it important that you know this ahead of time. My Profile page serves as an all-inclusive insight into my life for my friends, family and some students. I do not post anything there that I am not willing to publicly share (this is good advice). If you are happy with this "condition," then great. If it makes you at all uncomfortable, then feel free to Defriend - will not take it personally at all.

- **CELL PHONES**

- Please turn all cell phones to SILENT/VIBRATE during class. You may use cell phones to keep track of the time but should not be actively texting or e-mailing in class. In the case that you need to be in contact with another party (family emergency, etc...), then quietly and unobtrusively leave the room to respond to a call if received. Violation of such policy will reduce your participation score in class.

- **LAPTOP COMPUTERS**

- If such activity enriches your material retention, feel free to take notes during class on a laptop computer. In some classes, we will utilize laptops in class for interactive exercises. At all times, your focus should be on the class activity and not on an alternative activity (i.e. Facebook, e-mail, etc...). Violation of such policy will reduce your participation score in class.

- **NAME FILES**

- As much of possible, grading in this course will be done electronically through uploading of files. **PLEASE** make an effort to name your files descriptively. Use your name, content and date.
- Ex: BurksSpecSummary082510.doc

**NOTE: Increased use of on-line classroom during last couple weeks of class**

During this fall, I have the opportunity to travel to Argentina and Uruguay for a professional meeting and research. My tentative departure date is Sunday, November 14th. As you will hear about, I study an invasive applesnail from South America. Unfortunately, I cannot get the seasons of the northern and southern hemispheres to align so I will be spending my Thanksgiving and winter holiday doing field work during the "summer" in Uruguay. As you proceed with your college journey, I hope that you will ask your faculty about their research or scholarship. It is an integral part of what they bring to Southwestern. In some cases, the connection between their teaching and research may be seamless. In other classes, some faculty may research within a specialty area that their classes only occasionally highlight. Either way, the act of being a scholar in the greater academic community gives faculty

members exposure to new ideas, tangible accomplishments and often ideas for new ways of teaching and communication. In my case, my research activity also sets up collaborative experiences for undergraduates.

Even when these types of schedule conflicts arise, I do not see a large divide between my teaching and research as I spend the majority of my time “teaching students how to do research.” Nevertheless, I have spent the summer thinking about how to create the best experience for the 2010 Wetland in my absence and ways to minimize the lack of my physical presence. Fortunately, we live in a great age of technology. **I anticipate having daily internet access for the entire time I am in South America.** In addition, prior to departure, I will make a point of being available for students during nights and weekends. I expect that you will find that my availability is rarely a problem as I only “work” in my office and typically can be found there or in my lab 6 days a week. To facilitate covering all the class material, alternate arrangements have been added to this syllabus and we can talk about those as the class gets some momentum.

### CLASS COMPONENTS

1. Policy Exercises	20%	or	Presentations	22.5%
2. Ecology Exercises	20%		Primary Lit Crit	7.5%
3. Bill Writing	40%		Bill writing	40%
4. Exam	15%		Exams/Quizzes	20%
5. Quizzes (5)	5%		Mockup Participation	10%

1. **INDIVIDUAL CONSTITUENCY PROFILES (3-MINUTES)** **50 points**

Using the web and other suggested research, you need to learn about the constituent that you represent. In particular, you should:

- a. Know what group you represent
  - i. Membership size
  - ii. Organizational category (profit/non-profit)
  - iii. Headquarters
  - iv. History
  - v. Mission
- b. Report any involvement in past wetland/environmental legislation
- c. Identify their primary concern regarding wetlands

Visual aids should not be necessary for this presentation. Each oral presentation should be accompanied by a written summary of the basics of the organization. This will feed into the Bill Assignment.

- Assessment:
  - Coverage 20 points
  - Engagement 5 points
  - Summary 15 points
  - Wetland Connections 10 points
- **In Moodle, assignment = Policy Exercise**

**2. INDIVIDUAL SPECIES PRESENTATIONS (5-MINUTES) 50 points**

Each individual student will give a species presentation of an organism that lives in wetlands. Choices will be first come, first serve on the Moodle Forum. This exercise will enhance your knowledge about individual species, provide a fun activity in the lecture format and give you an opportunity to practice presentation skills. Each student will prepare a 4 minute PowerPoint presentation highlighting his/her species which will be followed by 1-2 minutes for questions.

- The PP should conform to guidelines given in class with a maximum of 8 slides.
- The presentation should include one aspect from a primary literature source.
- Students will turn in a 1-page summary of their species
- Students will also submit a handout with slides minimized & a list of references.
- Up to 10-points will be awarded for the following: speaking style, PowerPoint slides, summary page, audience engagement, and information conveyed.
- Your presentations are due at 9 a.m. on the day of your presentation to Moodle so that she can load them on the computer prior to class.
- Assessment:
  - Speaking Style 10 points
  - PowerPoint slides 10 points
  - Summary 10 points
  - Audience Engagement 10 points
  - Coverage 10 points
- **In Moodle, assignment = Ecology Exercise**
- **See additional Resource posted on Moodle for specifics of this assignment**

**3. PAIR CURRENT BILL PROFILES (5-MINUTES) 50 points**

Using the web (especially [www.thomas.gov](http://www.thomas.gov)) and other suggested research, each pair of students will highlight a bill that has been proposed in the current legislative session. In particular, you should:

- a. Bill basics
  - i. Name & Number
  - ii. Origin (House or Senate) & Sponsor – and influence
  - iii. Timeline
  - iv. Summary of Purpose
  - v. Where it resides now
- b. Keep in mind to check for any related bills
- c. Identify their primary concern regarding wetlands
- d. Describe how this piece relates to your own constituency

Visual aids should not be necessary for this presentation. Each oral presentation should be accompanied by a written summary of the bill's basics as well as the pair's reaction to reading the whole bill. We will post bill summaries as background for the class. Exposure to looking at real wetland bills will help students build their own bill. Choices will be first come, first serve using the Moodle Forum.

- Assessment:

Coverage	15 points
Engagement	10 points
Summary	10 points
Relevance	15 points
- **In Moodle, assignment = Policy Exercise**

**4. PAIR PRIMARY LITERATURE INFLUX (10-15 MINUTES) \_\_\_\_\_ 50 points**

Together, a pair of students will highlight one recent (2005-2010) paper about wetland science with the class.

- Student must decide on a paper and have it approved at least a week before the presentation using the Moodle Forum.
- ***Students should bring 15 copies of the abstract of the paper and the most important figure to class.*** Student will then be expected to project the figure onto a screen and discuss it.
- The goal of this component includes summarizing the topic of investigation in a primary literature article and relating it to material in class.
- Students will also guide a critique of their chosen abstracts as part of the discussion. Before the class, each pair should provide a rating (1 – 10; 10 is perfect) regarding quality of the abstract and then see how it compares with the class reaction.
- To evaluate abstracts, consider:
  - i. Provision of context – What is the big picture?
  - ii. Clear Question – What did they ask?
  - iii. Methodology – Where/When/How did they do it?
  - iv. Provision of Results – What did they find?
  - v. Take Home Message – Why Care?
  - vi. Writing Style
- Assessment:
  1. Preparedness/Style/Equal Participation 10 points
  2. Summary of article content & contribution 10 points
  3. Engagement/ability to elicit comment @ critique 10 points
  4. Choice and discussion of most important figure 10 points
  5. Integration into class 10 points
- **In Moodle, assignment = Ecology Exercise**

**5. PRIMARY LITERATURE CRITIQUE \_\_\_\_\_ 75 points**

Besides presenting the paper to the class, each student will also write a primary literature critique. Critiques should not just be a summary of the work but also pose questions regarding clarity, purpose, or speculation.

- Introduction – What is the Context and the Question
- Methods – Experimental Design
- Results – Including graphical interpretation
- Discussion – What is the Take Home Message
- **In Moodle, assignment = Ecology Exercise**
- **See additional Resource posted on Moodle for specifics of this assignment**

**6. PAIR PRESENTATIONS WETLAND OF INTERNATIONAL IMPORTANCE 25 points**

A pair of students will give a “tour” into a wetland of international importance. Wetlands do not have to be RAMSAR sites but many will fit these criteria. Choices will be first come, first serve on the Moodle Forum. This exercise will enhance your knowledge about large, expansive wetlands across the globe. Very similar to Species Presentations (except without the summary

page) where each pair will prepare a 4 minute PowerPoint presentation highlighting the wetland of international importance which will be followed by 1-2 minutes for questions.

- The PP should conform to guidelines given in class with a maximum of 8 slides.
- The presentation should include one aspect from a primary literature source.
- Google Earth can possibly be integrated into presentations.
- Your presentations are due at 9 a.m. on the day of your presentation to Moodle so that she can load them on the computer prior to class.
- Assessment:
  - Speaking Style/Engagement 5 points
  - Visual Aids 5 points
  - Justification of choice 5 points
  - Coverage 5 points
  - Primary Lit 5 points
- **In Moodle, assignment = Ecology Exercise**

**7. TAKE HOME EXAM** **150 points**

You will have one exam in this course that tests your knowledge of basic wetland science. This exam will be Take-Home and can be completed during any 2-hrs on the student's timetable. However, no outside materials are allowed and the Honor Code must be respected. The exam will include multiple choice, vocabulary, short answer and one essay question.

- **In Moodle, assignment = Exam**

**8. QUIZZES** **50 points**

Students will take 5 on-line quizzes in this class, each worth 1% of the total grade. Students will need to take them BEFORE class on the reading scheduled for the next class day. Honor code rules apply and you must answer the honor code question on every quiz. These quizzes simply serve to encourage you to keep up with the reading. They will be a combination of multiple choice, matching and key words inserts. Be cautious of your entries b/c spelling will count. However, students can take them twice and Moodle will take the average of the scores. Quizzes will be available the preceding Thursday (5 pm) of the date they must be completed.

- **In Moodle, assignment = Quizzes**

**9. MOCK CONGRESSIONAL SESSION PARTICIPATION** **100 points**

Participation is expected during the Mock Congressional Mark-up Session where you defend your position and vote on the issues. Participation points will be earned in increments by engaging in the session. Examples of engagement include:

1. Providing 2<sup>nd</sup> motion when needed
  2. Proposing specific amendments
  3. Defending one's one focal point and bill content
  4. Following the votes (i.e. being knowledgeable on what is occurring)
  5. Supporting one's constituency
  6. Supplying relevant information
- Points will also be awarded for your class solicitation of co-sponsors to your bill and by self-evaluation.
  - **In Moodle, assignment = Policy Exercise**

**MOCK CONGRESSIONAL BILL****400 points**

Detailed instructions for this exercise are available in a separate document. The total activity is worth 40% of one's grade but is broken up into many parts.

#	Assignment Title	Brief Description	Points	Due Date
A	Introduction	2-3 paragraphs: Discuss why wetlands are important biologically, incorporating primary literature	50	9/13
B	Basic Positions	Pro/Con on the Wetland Issues based on constituency	50	9/20
C	Title, Committee and Goal	Bill Title than garners interest. You should also create a declaration of policies and/or goals.	50	9/27
D	Focal Point Worksheet and Controversy	Development of focal point based on constituency and integration of how it comes together with wetland legislative issues	100	10/4
E	Focal Point	1 paragraph discussing what kind of action you will take in your bill	50	10/18
F	Draft Bill	1 <sup>st</sup> Draft of Bill – Incorporates Everything Above	50	10/25
H	Member Selection, Dear Colleague Letter, Final Bill	Justify your choice of a member of Congress that would share your views and write a letter convincing others to join your cause. Final Bill puts it all together.	50	11/29

**PARTICIPATION: Regular class participation is the default circumstance for students in upper level Biology courses.** Class participation involves discussing primary literature, posing questions about class materials, following thru exercises and working well in groups.

**Outstanding** Particularly noteworthy class participation will grant you a 1% benefit of the doubt at final grade time. In other words an 89% B+ would end up as a 90% A-.

**Acceptable** Regular class participation assures course standing (no change)

**Below Average** **Less than frequent class participation/poor attendance (i.e. 2 unexcused absences) lowers your grade by ½ letter (i.e. B+ = B)**

**Unacceptable** Number of unexcused absences (> 3) or extreme lack of participation will result in course failure. I will notify you of your status half way through the course (in case improvement is needed). If you are curious at any other time, just ask.

**Please note that 2 accounts of being excessively late (beyond 10 minute warm-up window) = 1 unexcused absence. Please be on time.**

**GRADING:**

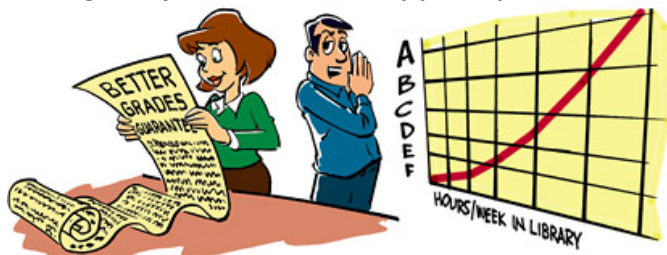
Minimum **A** = 925 Points  
 Minimum **B** = 825 Points  
 Minimum **C** = 725 Points  
 Minimum **D** = 625 Points

Minimum **A-** = 895 Points  
 Minimum **B-** = 795 Points  
 Minimum **C-** = 695 Points  
 Minimum **D-** = 595 Points

Total points = 1000

Minimum **B+** = 875 Points  
 Minimum **C+** = 775 Points  
 Minimum **D+** = 675 Points  
**Below 595 = F**

**Grades are not curved in any traditional sense. What you earn is what you will receive, although they can be modified by participation as defined.**



“Read the fine print  
in the caption”

**Please note:** The design of this course is to maximize your ability to succeed. **Many small assignments that do not count as much give you a better opportunity to build your skills.** I have included 4 methods that can help you achieve the grade you desire and deserve. Enrichment limit = 2% of your final course grade (20 points):

1. Outstanding participation can add 1% to your average (10 points).
2. Students can bring ‘science snippets’ related to wetland issues to share in class with a short summary (up to 5 points each).
3. Students can use one **“Have a Bad Day Pass”** where a one-day extension on an assignment can be granted or a “complete redo” on a graded assignment.
4. Utilizing an oral evaluation option if needed on the exam. If a student believes that he/she did much more poorly on the exam than expected (this does not mean a B or B+), then the student can talk to me about the possibility of an oral re-evaluation in which I will pose 4-5 questions for the student to answer. If the request is granted and the re-evaluation successful, then the exam score may be raised a letter grade or to the minimal passing grade.

Assignment, please complete the syllabus check on Moodle:

I, \_\_\_\_\_, have read the Methods syllabus & acknowledge its contents. Furthermore, I specifically confirm that:

- The syllabus was reviewed in class and the expectations for my success in Wetland Ecology and Policy are abundantly clear.
- I asked all the questions I had about the syllabus at this time. I will **first** consult the syllabus and/or handouts when I have a question about an assignment. If the answer is not to be found, then I will ask.
- I understand the option of “redo” and “oral re-evaluation” for a single exam.
- I will execute Take-home Exams and Critiques in accordance with the Southwestern Honor Code.
- I have put all dates in my calendar and/or posted a schedule for Methods where I can use it every

Class	Date	Burks Content Lecture: 2 – 2:40 pm	B	Student Presentations 2:50 – 3:40	B	Interactive Activity 3:40 – 4:35ish	Reading By Class	Quiz
1	8/23	Syllabus Overview	10	Constituency Assignment & Assessment Activity	10	Wetlands on the Web: Houston & Swamp Loggers		
2	8/30	Wetlands 101 – Overview & History	10	16 <u>individual</u> 3 minute Constituency Profiles	10	Definition Challenge	<b>K: Ch 1 B: Ch 2 Lewis 1</b>	Quiz 1
	9/6	<b>No Class – Labor Day</b>						
<b>3: Fri</b>	9/10	<b>*Optional* Trip to Treatment Wetlands in Waco</b> <a href="http://www.lakewacowetlands.com/home.html">http://www.lakewacowetlands.com/home.html</a>						
4	9/13	Part 1 of 3 in Definition: Water	10	4 <u>Pairs</u> : 10ish minute Primary Literature Reviews	10	<i>Film: Hurricane on the Bayou</i>	<b>K: 2</b>	<b>Bill A</b>
5	9/20	Part 2 of 3 in Definition: Hydric Soils	10	8 <u>individual</u> 5 minute Species Presentations	10	Working Group Time with Constituency	<b>K: Ch 3 &amp; 7</b>	Quiz 2 <b>Bill B</b>
6	9/27	Part 3 of 3 in Definition: Hydrophilic macrophytes	10	8 <u>individual</u> 5 minute Species Presentations	10	Thomas.gov Tutorial; Library	<b>K: Ch 4 &amp; 6</b>	Quiz 3 <b>Bill C</b>
7	10/4	Wetland Legislation & Delineation 101:	10	8 <u>Pairs</u> , 5 minute Wetland Bill Profiles	10	<i>Film: Conserving America: The Wetlands</i>	<b>B: Ch 4</b>	<b>Bill D</b>
	10/11	<b>No Class – Fall Break</b>						
<b>8: Fri</b>	10/15	Wetland Value & Ecosystem Services	10	Peer Review Focal Points & Worksheet	10	Peer Review Focal Points & Worksheet	<b>B: Scan Ch 3; K: 9 &amp; 11</b>	Quiz 4
9	10/18	Global Wetlands & Climate Change	10	8 <u>Pairs</u> : Profiles of Wetlands of International Importance	10	Discussion with Dr. Mel Johnson	<b>TBD</b>	<b>Bill E</b>
10	10/25	Wetland Creation and Restoration	10	4 <u>Pairs</u> : 10 minute Primary Literature Reviews	10	Sound Science Discussion	<b>B: Ch 5 K: 13</b>	Quiz 5 <b>Bill F</b>
11	11/1	Opening Congressional Mock-Up Session	10	Up for Debate: Bills WEP.101 – WEP.104	10	Up for Debate: Bills WEP.105 – WEP.108	<b>K: 14</b>	Exam Due
12	11/8	Up for Debate: Bills WEP.109– WEP.112	10	Up for Debate: Bills WEP.113 – WEP.116	10	Wrap Up Congressional Mock-Up Session		
13	11/15	Course Evaluations	10	Dear Colleague Appeals & Peer Review	10	Dear Colleague Appeals & Peer Review	<b>Bill G – 11/29</b>	