

TREES ACROSS OREGON

LA 337

Spring 2017

Syllabus

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Course description:

Students in this course will learn about the most common trees native to Oregon's eight different forest zones, as well as commonly planted trees (mostly non-native) found in Oregon communities. Topics include plant taxonomy (identification); evolution of trees; forest zones of Oregon; forest practices ("logging," etc.); tree morphology; urban forestry; tree care; and landscape design using trees. Because the scope of this introductory course is so broad, discussion of individual topics will naturally be limited.

The ten-week course consists of indoor lectures on both Monday and Wednesday (1600-1650), generally followed by labs outside on campus (1700-1750). On three days, two-hour field trips will supplant the usual lab: one to Skinner Butte Park; one to the South University and Amazon neighborhoods; and one to downtown Eugene. Plus, there is an all-day Saturday (or Sunday) field trip to the Cascade Mountains. Students will find their own way to the local field trip sites; university vans will be used for the all-day field trip. The four field trips are an integral part of the course that help students make better sense of the material presented in lectures.

At the completion of the course, students should be able to go most anywhere in Oregon—from wilderness areas to downtown Portland—and identify the predominant trees and understand why those trees grow there and how they function in that environment. Students should also have a general understanding of Oregon's different forest types; how forests develop and change through time; and how forest practices have changed over the last century.

What to bring—or not—to class:

Although it is spring by the calendar, some days may still be wintry—in other words, cold and damp if not downright wet. Please bring with you to every class a **folding umbrella** and an extra **jacket or sweater—just in case!**—so you'll be able to stay warm and dry and happy when we go outside for the second hour of the class.

Open lap-top computers are **not** permitted in the classroom. And mobile phones and other hand-held devices must be **turned off and put away**—so you're not even tempted to use them—except for taking photos of plants when we're outside. The same rules apply on field trips, both in-town and out-of-town, so you'll be able to focus on where you are, rather than sending or receiving messages from friends who are somewhere else.

Information for students with disabilities:

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify your instructor as soon as possible. You are also welcome to contact Disability Services by visiting 164 Oregon Hall, by telephoning their office at 346-1155, or by email at disabsrv@uoregon.edu.

Grading:

There will be five quizzes during the term, each of which will include five trees to identify (50 points) as well as a few questions pertaining to lecture material and field trips (30 points), for a total of 80 points per quiz. In addition, each student will be required to keep a tree bud journal, write three short essays, make a flyer about Oregon's forest zones, and complete a term project (details below). **All work must be original and all sources acknowledged—the penalties for cheating and plagiarizing are severe and can include expulsion from the university.**

Quizzes will be cumulative—but the emphasis will always be on the most recently presented material—and will cover everything through the end of the week **preceding** the quiz. (For example, Quiz No. 2 on Wednesday of the **fourth** week will include all trees and lecture and field trip material presented through the end of the **third** week.)

Students' grades will be calculated as follows:

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|----------------------------------|--------------------|
| Meet-the-Trees essay | 100 points |
| Pause-and-Reflect essay | 100 points |
| Five quizzes | 400 points |
| Forest zones flyer | 50 points |
| Attendance at all-day field trip | 50 points |
| Term project | 100 points |
| Tree bud journal | 100 points |
| End-of-Term essay | <u>100 points</u> |
| | 1,000 points total |

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 98-100% | B+ | 88-90% | C+ | 78-80% | D+ | 68-70% |
| A | 92-98% | B | 82-88% | C | 72-78% | D | 62-68% |
| A- | 90-92% | B- | 80-82% | C- | 70-72% | D- | 60-62% |

Attendance:

Since much of what you are likely to take from this class is “experiential” and cannot be acquired from books or on-line materials or borrowed notes, it is essential that you attend every class. But because unanticipated events may arise during the term—e.g., illness, a death in the family, a conflicting activity—each student is permitted **one excused absence** from any of the two-hour on-campus class meetings if the student contacts the instructor in writing (email), preferably before the absence. And each student will also be permitted one **unexcused** absence from any of the two-hour on-campus class meetings.

Any additional absences will result in a deduction of points from your term-end total: 10 points for a missed two-hour on-campus class; and 25 points for a missed two-hour off-campus field trip.

Required texts:

Course Reading Packet (available at UO Bookstore). 2016.

Trees to Know in Oregon (available at UO Bookstore). 2005 or later. Oregon State University Extension Service.

On-line information: Each week, I'll post a pdf on Canvas including information sheets for all of the new trees we'll meet that week, and a map for where you can see them on campus. You're welcome to print out the tree information sheets full-size and in color—there are always nice photos included—or reduce them in size and make your own pocket-size book out of them. For new postings, check in regularly on Canvas.

Tree Bud Journal:

Choose either a **deciduous broad-leafed** tree or an **evergreen needle-leafed** tree (conifer) somewhere on campus that has branches low enough for you to reach and examine close-up. (At the beginning of the term, you probably won't be able to identify the tree—that's okay!)

Then, starting with the first week of spring term, visit your tree once a week—pick a specific day of the week and try to stick with that day all term—and sketch the tip (a few inches to at most a foot) of one of the twigs. (You're welcome to take photographs, too, to include in your journal, but you must at the very least make a **hand-drawn** sketch for each week's visit.) Label your sketches to identify particular things you notice that week. You may also comment on or sketch other aspects of your tree (e.g., its bark, branching structure, etc.), but I want you to focus on what is going on at the tips of the twigs.

Use whatever kind and size of paper you wish for your field sketches. But your final Tree Bud Journal—the one that you'll turn in—must be on 8-1/2 X 11 paper, and all of the sheets must be bound somehow (spiral, staples, etc.) on the left/long side of the journal. Ideally, your final journal will have a title page, then ten more pages, each of which will include your sketch for that week, characteristics of the bud, and miscellaneous comments and observations.

On Monday of Week Three of the course, you'll hand in your two-week old journal—in just “draft” form—so I can be sure that you are “headed in the right direction” with your observations, and your journal will be returned to you at the next class period.

Your completed journal will be due at our Wednesday class meeting of Week Ten. It will be returned to you during Finals Week.

Your essays:

This is a class about trees, not an English class. Nonetheless, it is important that you express your thoughts in a articulate and professional manner, and present your prose in an attractive form.

Please remember to group similar thoughts into paragraphs of a reasonable—but not excessive—length. And adjust your margins (including top/bottom) and/or your font size and type face so your essay fills the page and is nicely centered.

Begin each essay with a title, even if it's just “Meet-the-Trees” or “Pause-and-Reflect.” And put your name, class name, and date on the essay.

Be really careful about both your spelling and your grammar. And watch out especially for the many **homophones**—words that sound alike but are spelled differently—that exist in English. The following homophones are commonly misused or misspelled:

their (a possessive pronoun)/**they're** (a contraction of they are)/**there** (not here!)

its (a possessive pronoun)/**it's** (a contraction of it is)

your (a possessive pronoun)/**you're** (a contraction of you are)

Remember that Word and other programs usually don't contain plants' scientific names in their dictionaries, so if you use scientific names, check them very carefully. And always use them parenthetically. That is, use the plant's common name when you first mention it in the text (followed by its scientific name in parentheses). Any additional times that you use that plant's name in the same essay, refer to it only by its common name. And don't forget to always italicize scientific names, using an upper-case letter to begin the genus name and a lower-case letter to begin the species name.

Avoid, too, the common error in this class of accidentally typing the word trees as tress, which won't show up as a misspelling, since tress is a good English word, too.

Meet-the-Trees essay:

Sit down (preferably alone) in a "natural-looking" wooded area in Eugene, and for one entire hour, note what you see/hear/smell/feel—focusing on the trees, of course! Appropriate sites include the riverside woodlands just north of the Frohnmayer (Autzen) footbridge; the **forested** part of Hendricks Park (i.e., **not** the Rhododendron Garden or other obviously cultivated areas); Spencer Butte Park; and the ash woodland in Amazon Park. Don't just walk around the site...SIT DOWN!

Then, in a double-spaced essay of approximately 500 words (please use a 12-point font), describe the trees on the site. (It doesn't matter if you cannot yet identify them.) Are they broad-leafed or needle-leafed trees? Does one species appear to dominate, or are several different species present? How big are they? Look on the ground for tree hints (e.g., seed cones, old leaves, branchlets) that might hold clues to identifying the trees. Enjoy your visit to *The Woods*; I look forward to reading about it.

Pause-and-Reflect essay:

In a double-spaced essay of approximately 500 words (please use a 12-point font), please answer—in thoughtful and well-organized prose—the following questions:

- What stimulated your interest in trees in general?
- Has this course affected or changed your view of trees?
- Have you learned anything that surprised you or amazed you?
- Do you talk with your friends or family about what you are learning?

This is not a course evaluation. I simply want you to tell me about your general interest in and perceptions about trees, and how these might have changed as a result of this course. You may choose to write in **detail** about a particular aspect of the course that has affected you most, or you may refer in a more **general** way to what we've discussed so far in this course.

End-of-the-Term essay:

Instead of having to agonize over a final exam, you will be given instead a take-home final essay. The topic will be announced on the last day of class and your essay will be due at the time of our scheduled final the following week.

Oregon Forest Zones Flyer

In an effort to help you better remember Oregon's eight distinct forest zones, you will make an informational, non-folded flyer (8-1/2 X 11 inches) that includes on one side a map of the state's forest zones—decorated in whatever fashion you deem most attractive and educational—and on the other side a few important points about each of the eight zones, in chart form or in prose/text. The flyer may be done either by hand or with the help of a computer—but please don't spend **too** much time on the flyer, as this assignment is worth just 50 points.

Term project:

One way to show how well you've learned something is to teach it to someone else. To that end, your term project will be a durable (i.e., no fresh material such as leaves or cones) and educational brochure, or calendar. Projects may be done by hand, with a computer, or a combination of the two.

Teams of up to **two** students may work together on the project; you and your buddy will both get the same grade for the completed project.

Students will choose one of the following two options.

Option A: Create a brochure (maximum size 8-1/2 X 11 inches, which is then folded into halves or thirds) that teaches the reader something about Oregon's trees or forests. It could be a "tree walk" based on a portion of the university campus, your neighborhood, or somewhere else in Oregon. Or it might be a descriptive and detailed brochure of a single species of tree, or maybe one of Oregon's forest zones. Then again, it might address some aspect of forestry that, in your view, is misunderstood by many people.

Your brochure could include original artwork, photographs, or cartoons—but **not** anything you download from the Internet, please. Be original and be creative: Think of what you are especially good at (photography? story-writing? drawing? humor?) and try to use that asset to its best advantage in your project.

Option B: Create a calendar for the year 2018 (maximum finished size 8-1/2 by 11 inches). The calendar must have a title page, and then for each month, at least one drawing or photo that has to do with Oregon's trees or forests—choose a theme, and then stick to that theme for the entire calendar. Educational information must be included with each drawing or photo—not just the name of the tree or the location of the landscape photo, but something more descriptive. And you may choose to include other information elsewhere in the calendar or mixed in among the dates themselves. Again, think of what you're good at and use that asset to its best advantage in your project.

You're welcome to include people (yourself, friends, family) in your photos to remind calendar users of the desirable bond between humans and the landscape that surrounds us. Above all, have some fun doing this.

Term projects will be graded based on the following:

- General appearance (30 points)
- Usefulness as an educational tool (30 points)
- Correctness of spelling, technical information, etc. (30 points)
- Creativity (30 points)
- Amount of time evidently spent working on the project (30 points)

Keeping in touch—by email, by telephone, and in person:

I make every effort to be accessible to my students, but I do not have a computer (or access to email) right in my office, nor do I carry with me any electronic devices. Nonetheless, I get to a computer terminal once or twice a day to check my email. If I receive an email from you, I will respond yet that same day, or at the latest by the following day. I hope that you, too, will respond to any email from me within a reasonably brief period of time. Please remember that your emails to your teacher are a form of professional communication, so you need to avoid using slang, or any expressions that might be considered in bad taste. (E.g., "Hello Whitey"—and "Dear Whitey" and just "Whitey"—are all suitable salutations; "Hey Whitey" is not.) And just as in your essays, watch your spelling, punctuation, and paragraph length.

Although I do not use a mobile phone, you may call my land-line and leave a message at any time, of course. The best time to reach me in person is weekday evenings from 8-10 pm—except Thursday, which is my Day-in-the-

Woods. If you do **not** reach me, kindly leave on my voicemail (which picks up after the sixth ring) your name, your number, a brief message, and the **best** time(s) to return your call.

I'm happy, too, to meet with you in person. Just send me an email or leave me a telephone message and give me a couple of possible times you are available, and we'll make arrangements to get together.

Trees Across Oregon students are also invited to spend a Day-in-the-Woods with me—a quiet time far from the hub-bub of the university. I prefer to take at least two (and at most four) of my students with me on a given day. You'll need to make arrangements a week or so ahead. It's a great way to get to know The Woods better, as well as each other. And if, by chance, Thursdays don't work for you, then Saturdays or Sundays are also possibilities some weeks.



Silk-tree (*Albizia julibrissin*) flowers in July.

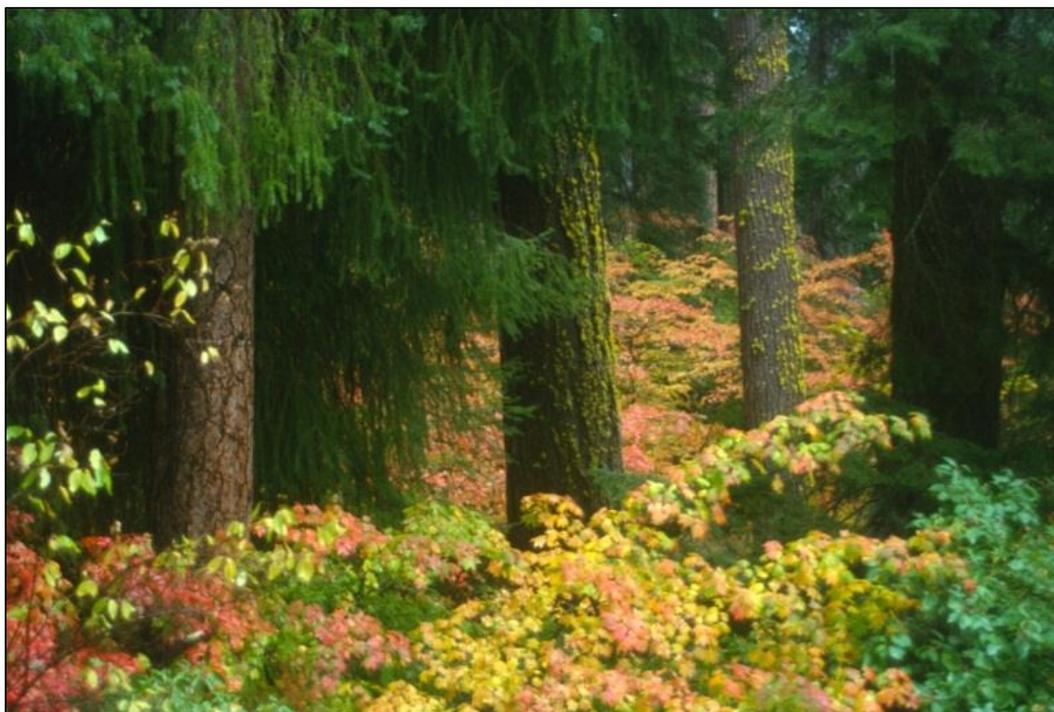
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Calendar

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| Week 1 | <u>Monday, 3 April</u> Course introduction Tree distinctions Plant taxonomy CAMPUS WALK | <u>Wednesday, 5 April</u> Tree evolution Paleobotany and palynology Oregon's eight forest zones CAMPUS WALK Meet-Me card due |
| Week 2 | <u>Monday, 10 April</u> Forest Zone 1: The Fog Belt Forest Zone 2: Siskiyou Mountains CAMPUS WALK Meet-the-Trees essay due | <u>Wednesday, 12 April</u> Forest Zone 3: Western Hemlock Zone CAMPUS WALK Quiz #1 (ID part is branchlets only) |
| Week 3 | <u>Monday, 17 April</u> Forest Zone 4: Willamette Valley and Columbia River Gorge CAMPUS WALK Tree Bud Journal due for "sneak peek" (to be returned to you on Wednesday) | <u>Wednesday, 19 April</u> Field trip to Skinner Butte (meet at 4 pm at Lamb Cottage, between the butte and the river, along Cheshire Street; see map in Course Reading Packet) |



Douglas-fir, ponderosa pine (left), and vine maple near Jefferson Lake trailhead in Mt. Jefferson Wilderness
(peak color is first week in October most years)

(calendar is continued inside back cover)

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| Week 4 | <u>Monday, 24 April</u> Forest Zone 5: High Cascades (Pacific Silver Fir Zone and Mountain Hemlock Zone) CAMPUS WALK | <u>Wednesday, 26 April</u> Focus: Ecology of whitebark pine CAMPUS WALK Quiz #2 (ID part is whole tree) |
| Week 5 | <u>Monday, 1 May</u> Forest Zones 6/7/8: the zones east of the Cascades CAMPUS WALK | <u>Wednesday, 3 May</u> Forest practices; wood utilization Forest tree nurseries CAMPUS WALK Oregon forest zones flyer due |
| Week 6 | <u>Monday, 8 May</u> Tree morphology Trees through the seasons CAMPUS WALK | <u>Wednesday, 10 May</u> Pause-and-Reflect essay due Some mid-term fun... CAMPUS WALK |
| Week 7 | <u>Monday, 15 May</u> Landscape history of UO campus CAMPUS WALK | <u>Wednesday, 17 May</u> Field trip to South University and Amazon Neighborhoods (meet at 4 pm at 22 nd and University, northwest corner) Quiz #3 (ID part is branchlets only) |

Saturday or Sunday (20 or 21 May) All-day field trip to the Cascade Mountains (9 am-6 pm)

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| Week 8 | <u>Monday, 22 May</u> Urban and community forestry CAMPUS WALK | <u>Wednesday, 24 May</u> Misc. Oregon trees: Christmas trees, orchards, hybrid poplar plantations, etc. CAMPUS WALK Term projects due |
| Week 9 | <u>Monday, 29 May</u> Memorial Day (no class) (Do something quiet in a nice place outdoors) | <u>Wednesday, 31 May</u> Tree care Ornamental tree nurseries CAMPUS WALK ID quiz #4 (branchlets only) |
| Week 10 | <u>Monday, 5 June</u> Field trip in downtown Eugene (Meet at 4 pm at Wayne Morse Free Speech Plaza at northeast corner of 8 th and Oak; see map in Course Reading Packet) | <u>Wednesday, 7 June</u> Trees and landscape design Trees and “development” CAMPUS WALK Tree Bud Journal due |
| Week 11 | <u>Tuesday, 13 June</u> Final class meeting at 2:45 pm Quiz #5 (ID part is whole tree) End-of-the-Term essay due Tree Bud Journal returned | |