



**FOR 6934
AGROFORESTRY IN THE SOUTHEASTERN U.S.
3 credits**

**Summer, 2016
An online course delivered via Canvas**

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Office Hours: Email me anytime. The preferred email method is by using the Canvas mail tool on the course web site because this allows all course emails to be kept together as a record. I will try to respond within a day.

Course Description: This is a graduate, web-based, three-credit, distance education course. The target audience includes graduate students enrolled in the SFRC MS non-thesis concentration in Ecological Restoration and all natural resource graduate students interested in agroforestry at UF and throughout the US.

Student learning outcomes: The course objective is to enable natural resources and environmental graduate students and professionals in the Southeast to:

- Understand agroforestry history and practices, including region-specific agroforestry practices and agroforestry research
- Understand the basic biological and socioeconomic hypotheses underlying agroforestry
- Appreciate the characteristics of the Southeast that present opportunities for agroforestry
- Understand landowner decision-making procedures relevant to agroforestry practices
- Become familiar with current agroforestry research literature and use it to communicate to peers through online discussion and e-posters

Format: All course communications, readings, exercises, and examinations will be accessed through the course Web page. Course material will be delivered as narrated PowerPoint presentations, supplemented with a series of video interviews with landowners who practice agroforestry and with researchers studying agroforestry. Email interactions and regular discussion sessions will be done through the course web site. There are no quizzes or exams in this course. The course grade will be based on facilitation of and participation in discussions about journal articles, an annotated bibliography, preparation of an electronic poster, commenting on and grading of posters submitted by other students, and a term paper. Students are encouraged to interact with each other and the instructor to build a sense of community.

Course Materials: No course text is required. Optional reference: Garrett HE (ed.). 2009. North American Agroforestry: An Integrated Science and Practice, 2nd edition, American Society of Agronomy, Inc., Madison WI. Selected readings will be made available on line. Students will refer to agroforestry research literature available online.

Journal article discussion sessions:

Students will be expected to both facilitate and to take part in on-line discussions based on agroforestry research articles. Depending on the number enrolled, each student will facilitate one or more discussion sessions during the semester and will actively participate in discussions facilitated by other students. The journal articles selected will address topics corresponding to the lecture theme for that week.

Term Projects:

Select theme: due 27 May (week 3 of the course)

There will be three term projects (annotated bibliography, e-poster, term paper) based on an agroforestry theme agreed on by the student and instructor. For a given student all three projects will be based on the same theme, and will in fact represent different stages in the development of the same project. The term project themes include, but are not limited to, the following:

- Human dimensions, such as:
 - Adoption of agroforestry practices by landowners
 - Gender issues
 - Economics of agroforestry practices
- Biophysical interactions in agroforestry systems
- Agroforestry practices (alley cropping, home gardens, etc.)
- Sustainability issues, such as:
 - Biodiversity
 - Soil fertility
 - Productivity
 - Carbon sequestration

Annotated bibliography

Due date: 1 July

After agreeing with the instructor on the theme of the three projects, the student will prepare an annotated bibliography based on mainstream research journal articles. For each article, list the reference in correct format (follow the format used in Agroforestry Systems), and then write a paragraph that summarizes the article. This should not be a copy of the abstract, but should be a paragraph (~ 150-200 words, but I won't count them) that synthesizes the aspects of the article that will be used to create the poster and, ultimately, the term paper. There should be at least 15 or 20 articles in the bibliography and they should be relevant to the selected theme. Although the due date is 1 July and the grade will be based on what is turned in then, it is expected that students will continue to research additional articles to complete the electronic poster and term paper.

Poster

Due dates: first draft **11 July**
Comments on peers posters **15 July**
final draft **22 July**
Grades assigned to peers posters **29 July**

VoiceThread is an online collaboration tool available to UF students. We will use this for the poster assignment. Based on the same theme as developed in the annotated bibliography, each student will prepare a poster using a single slide in PowerPoint. Guidelines for producing a good poster and a grading rubric will be provided as attachments in the Canvas assignment tool. Posters will be uploaded to VoiceThread, and this will allow all FOR 6934 students to view each other's posters and to make video, audio, or text comments and leave edit marks (freehand arrows, circles, etc.) on the poster. At the VoiceThread site each poster is presented in the middle of the page and small thumbnails of each commenting student are displayed to the left of the poster. Clicking on a thumbnail plays back the comments and shows the edit marks. For one week after the first due date all students will make their comments on all posters. At the end of that week each student will play back the comments they received and use those to edit their poster. The revised poster will then be uploaded at the second due date. During the following week each student will complete a grading rubric for all posters other than their own. An individual poster grade will be the average of all grades assigned by the other students. In preparation for this exercise students should review the UF e-Learning training material at <https://lss.at.ufl.edu/help/VoiceThread> and link to the VoiceThread poster group at <https://ufl.voicethread.com/groups/subscribe/239491/a0ac918a9/> that was created for this course.

Term paper

Due date: 5 August

Students will complete development of the bibliography and poster theme in the final project, the term paper. This will be a minimum of ten pages of text, single-spaced (not counting the references) and will use tables, graphics, or photos sparingly, only to make key points. Correct spelling, formatting, and good writing are expected. A grading rubric will be provided.

Grading:

<u>Exercise</u>	<u>Percent of Class Grade</u>
Facilitation of discussions based on journal articles	10
Participation in journal article discussions facilitated by other students	10
Submission of an annotated bibliography	25
Submission of an e-poster	20
Grading posters of other students	5
Term paper	30

Grading Scale

Final Percent	Grade
93.4-100	A
90- 93.3	A-
86.7-89.9	B+
83.4-86.6	B
80-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70-73.3	C-
66.7-69.9	D+
63.4-66.6	D
60-63.3	D-
Below 60	E

Special Notes

1. Individuals should respect the deadlines for assignments and quizzes listed on the course site.
2. Students should complete on-line exams within the allotted time limit. If students need to miss a deadline due to special circumstances, then he/she should work with the instructor to identify a way to make it up.
3. Class participation is essential, and will be monitored by following students' interactions in discussion sessions and emails.

Other Information

Academic Honesty

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Career Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling; and
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Software Use

1. All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
2. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

UF Computer Software Usage

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.