WFSC 689: Geospatial Technology in Military Land Management (3 hrs)

Instructors
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Online Office Hours – Tuesday (8:00-9:30 am) and Thursday (6:00-7:30pm)
Office hours will take place online via Centra. Student URL needed to attend online Centra meetings will be emailed weekly.

Students may request individual meetings by appointment. Scheduled meetings will take place online via Skype.

Course Description
- Course reviews tools for visualizing, creating, managing, analyzing and mapping geographic data on military lands and outside areas critical to mission sustainment. Students will become familiar and proficient in use of ESRI ArcGIS software and data analysis tools for military-related land management scenarios.

Prerequisites
- A basic understanding of general ecology, natural resources and land management principles are required. Course enrollment requires graduate classification in a natural resource related program (WFSC, ESSM, RPTS, etc.) or instructor approval.

Hardware Requirements
- This course will be delivered entirely online. Therefore, a computer with a reliable high speed internet connection is mandatory. Furthermore, to run ArcGIS 10 your computer will need at least 2GB or higher of Memory/RAM. Additional information about system requirements to install and use ArcGIS 10 on your system may be found on the ESRI website. Lastly, you will need speakers and preferably a microphone.

Minimum Software Requirements
- Windows XP OS or higher, Microsoft Word, Adobe Acrobat Reader, Updated Internet Explorer Browser (Be Advised Internet Explorer 9 is currently not supported by elearning.tamu.edu).

Supplementary Software:
- Free Download of Skype:
Course Material
- All course material will be available through elearning.
  - Syllabus, calendar, online video lectures, readings, quizzes, discussion, grades.
  - Elearning URL: http://elearning.tamu.edu

Required Reading
  - Please order the book through Amazon.com. The current price is roughly $45.00.

Attendance
- Attendance will not be a component of your final grade. This distance education course requires students to participate in self-directed learning by managing weekly course assignments, readings, discussion, quizzes and projects.
  - Print and use course calendar to help you complete and comply with all course deadlines.
  - Late work will not be accepted.
  - No extra credit will be made available in this course to make up for late work. If you encounter any difficulty in completing course assignments and activities on time please notify the instructor immediately.

Grading

Weekly Quizzes
- The main objective of quizzes will be strictly to test students on terminology and general understanding of Geographic Information Systems and ArcGIS Desktop.
  - A total of 10 quizzes will be given during the semester. Quiz questions will come directly from online video lectures, readings and weekly exercises. Quiz questions may be in the form of short answer, true or false, multiple choice or matching. **Quizzes will not be timed to allow students to provide evaluative feedback on weekly course activities.**
  - Quizzes will be comprehensive.

Class Mid-term and Final Projects
- Projects will require students to independently apply ArcGIS tools to complete a military installation-specific project. Instructions for both the mid-term and final project will be made on the eLearning course website.

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<tr>
<th>Grade Distribution (WFSC 689)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Quizzes (10 quizzes)</td>
<td>200</td>
</tr>
<tr>
<td>Class Participation (Online Discussion)</td>
<td>150</td>
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<tr>
<td>Mid-term Project</td>
<td>150</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>700</strong></td>
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Class Participation and Online Discussion

- Student participation is imperative for successfully completing the course but ultimately is the responsibility of the student. Participation grades will reflect student contribution throughout weekly online discussion. Students will discuss research articles which highlight how GIS is used to study and manage the effects of military operations on the land and wildlife.

- Students will be responsible for reading at least two research articles per week and writing a minimum of three succinct and well-thought out discussion posts. See discussion guidelines at the end of syllabus. Review discussion guidelines and rubric. The discussion guidelines and rubric will assist you in formulating discussion posts that are likely to contribute to your discussion group. Most importantly, the rubric will provide an idea of expectations for individual posts and discussion grading.

- Discussion posts must be made within each calendar week (see respective week dates). Students should have at least one post by mid-week (Wednesday). Discussion posts made after Friday 11:59 pm will not contribute to your weekly discussion grade.
Discussion Guidelines:

- Avoid only paraphrasing or repeating thoughts already presented in articles or discussion.
- Do summarize main ideas made in discussion in order to identify themes or commonality among posts which highlight topics covered and those that require more elaboration.

- Avoid presenting direct quotes of text from articles as stand-alone posts.
- Do identify key ideas, discern importance of findings, or comment on relevance of articles.

- Avoid simply disagreeing/agreeing with ideas presented in an article or with posts of other discussion participants.
- Do raise further questions, ask for clarification, offer insight, relay or impart past real-life experiences or present an alternative viewpoint.

- Avoid shying away from talking about something you don’t understand well.
- Do identify difficulties you encountered reading articles or with material presented that did not seem to make sense.

- Avoid lengthy and wordy posts.
- Do remember discussion posts should be Significant, Simple and Short. Significant contributions will be noticed if they are written in simple or plain language and are short and to the point.

- Avoid ignoring discussion comments and postings of your classmates.
- Do remember to acknowledge and contribute to a collaborative working community by sharing your expertise and real-life experience.

- Avoid impolite or harsh language and comments.
- Do respect your classmates and their opinions.
## Discussion Grading Rubric

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<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
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<tr>
<td>Connections to real-world experience.</td>
<td>Postings are reflective and incorporate professional and discipline specific experience and knowledge. Reflective statements go beyond course readings and materials.</td>
<td>Some postings are reflective and incorporate professional or discipline specific experience and knowledge.</td>
<td>Postings do not reflect nor incorporate professional or discipline specific experience and knowledge.</td>
</tr>
<tr>
<td>Student Score</td>
<td>□ 5 points</td>
<td>□ 3 points</td>
<td>□ 0 points</td>
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<tr>
<td>Engagement with online learning community.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts, drawing connections and identifying themes among posts.</td>
<td>Occasionally elaborates on existing posts with further comment or observation.</td>
<td>Posts little contribution to discussion. Majority of contributions do not enrich discussion (e.g., agrees or disagrees, paraphrasing only, repeat of thoughts already presented).</td>
</tr>
<tr>
<td>Student Score</td>
<td>□ 5 points</td>
<td>□ 3 points</td>
<td>□ 0 points</td>
</tr>
<tr>
<td>Role/Leadership in online learning community.</td>
<td>Active and frequent involvement in directing and promoting discussion. Contributes to group motivation to participate in discussion by offering diverse, creative or thought-provoking posts.</td>
<td>Occasionally directs or promotes discussion. Some evidence of contributing to group motivation though diverse, creative or thought provoking posts.</td>
<td>Does not make effort to participate in learning community as it develops.</td>
</tr>
<tr>
<td>Student Score</td>
<td>□ 5 points</td>
<td>□ 3 points</td>
<td>□ 0 points</td>
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Academic dishonesty
  o We believe in the Aggie Code of Honor: *Aggies do not lie, cheat, or steal, Nor do they tolerate those who do.*

  o Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about exam or assignment to students in another course section. Any student involved in academic dishonesty will receive no credit for work done and/or may be penalized in accordance with published University Rules. Plagiarism software is used in class to ensure academic integrity.

Americans with Disabilities Act (ADA) Policy Statement
  o The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.