FOR 4110 / FOR 5159
Ecology and Restoration of the Longleaf Pine Ecosystem
(3 Credits)
Spring 2022

Instructor:
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Professor
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Preferred method of communication via email through Canvas.
Office Hours: Anytime by cell phone and email. Or, in person by appointment.

Teaching Assistant:
Gina Mangold
Office: 4803, Milton Campus
Telephone: (850) 983-7141
E-mail: gmangold@ufl.edu

Technical support: visit the helpdesk website or call 352-392-4357.

Prerequisite: None; Ecology course recommended.

Catalog description:
History, structure, function, and ecological and economic importance of longleaf pine ecosystems; regeneration ecology, stand developmental dynamics and management, restoration techniques, ownership patterns, and socio-economic and political and policy aspects of restoration.

Course fees: $18.00

Student learning outcomes:
The following course related performance goals would be expected from the students at the conclusion of the course:

1. Summarize the key concepts and factors that define the ecological and economic importance of longleaf pine ecosystems
2. Explain the forcing variables that led to longleaf pine replacement and barriers to restoration
3. Describe theoretical and technical knowledge from ecology, soils and other bio-physical sciences that form the scientific foundation for ecological restoration
4. Apply various techniques used in ecological restoration, evaluation and monitoring to formulate appropriate management protocols for case studies and problems
5. Discuss the socio-economic, policy and political dimensions of ecological restoration
Recommended Textbook:

Course Grading System (specific items are described in detail on next page):

Lecture summary\(^1\) and student quiz questions 8  @ 10 points  80  
Weekly quiz questions 10 @ 2 points  20  
Discussion threads 3  @ 10 points  30  
Interview a restoration professional … 1  @ 25 points  25  
   (Ecologist, Forester, Wildlife biologist; **FOR 5159 students only**)  
Abstracts of scientific articles 2  @ 10 points  20  
Term paper\(^2\) or Narrated PowerPoint 1  @ 75 points  75  
Tests \(^3\) 2  @ 50 points  100  

\(^1\)Late work will be penalized 5% per day

\(^2\) **Term paper required for FOR5159**

\(^3\) Make-up tests will be given only if the student has been excused prior to the original scheduled date of the test and should be taken within seven days of the original test date.

Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th><strong>Letter Grade</strong></th>
<th><strong>Numeric Value</strong></th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>B</td>
<td>83-85</td>
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<td>B-</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>E</td>
<td>&lt;60</td>
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Grades and Grade Points:
For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Make-up exam policy:
Requirements for class attendance and make-up exams, assignments, and other
work in this course are consistent with University policies which can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Lecture Summary:
Please prepare a one page summary of the selected lectures. It should be single
spaced with one-inch margins on all sides and no larger than a 12 point font. The
summary should include (1) objective of the lecture (2) major discussion points
(3) overall message (4) your thoughts on the topic (5) any suggestions for
improvement of the lecture format or content.

Student Quiz questions:
Each week please prepare 2 questions to be evaluated for use as test questions.

Weekly Quiz questions:
To help you prepare for test, you will have two quiz questions each week that will
be graded. These quizzes are designed to help you understand the style of
questions and type of information that will be included on tests. THESE
QUESTIONS WILL NOT BE THE ONLY QUESTIONS ON TESTS.

Discussion thread:
When a discussion is scheduled, you will contribute to the discussion by sending
a brief (4 to 5 sentences) commentary on the topic. Each commentary should be
supported by a reference from a journal article, book or reliable website (i.e.
USDA, NRCS etc.) unless it involves personal experience (research/job related).
You could be the originator (the first person to send a comment) or you could be
the responder (who responds to an original message). I want each one of you to
post at least three messages in each scheduled discussion thread. Post early
and often. Points will be deducted for post(s) submitted too late in the week for
peer response(s).

Interview a restoration professional: - Graduate Students ONLY
Identify a restoration professional; call him or her and obtain permission for the
interview. Come up with a set of questions and send the questions to the
individual in advance. On the day of the interview either meet this individual in
person or call over the phone. Ask the questions and write down the responses.
Make sure to send the draft report to the professional so that he or she is
comfortable with your interpretations of the answers. Once you receive the
approval from the restoration professional, submit the report on-line. This
component is required only for graduate students (FOR 5159 students).
Abstracts of scientific articles:
Select a full-length article from a scientific journal (see the list of journals below) that deals with any topic that reinforces or expands upon material covered in this course. Prepare a summary (half to one page long, typed) that
1. Gives a complete reference to include the author(s), year, article title, name of journal, volume, and page numbers. Use the format found in the example below (4 points; wrong citation format will not receive any points).
2. Describe the topic studied (2 points).
3. Give the findings that resulted from the research (2 points).
4. Describe what you found most interesting about the article (1 point).
5. Describe the relevance of the article to topics covered in this course (1 point).

Example Citation Format:
Jenkins, M.A., Jose, S., and White, P.S. 2007. Impacts of an exotic fungal disease forest community composition and structure and the resulting effects on foliar calcium cycling. Ecological Applications 17:869-881

List of journals:

Ecology
Ecological Applications
Ecological Engineering
Ecological Restoration
Journal of Ecology
Journal of Applied Ecology
Wetlands

Journal of forestry
Journal of Wildlife Management
Forest Ecology and Management
Plant Ecology
Restoration Ecology
Oecologia

Term Paper or Narrated PowerPoint:

Graduate students must choose the term paper option (FOR5159 students).
In consultation with the instructor, each student will choose a topic for a synthesis article. The synthesis article should follow the format given below or the review article format of any major ecology journal. This is a review of the literature. It should not cover material already provided in lectures accept as introductory material. The topic could be related to longleaf but it can be about restoration of another ecosystem. This should not be a rehash of what we have already covered but a deeper insight into a topic of interest.

1. Introduction (including a rationale and need for the synthesis)
2. Objectives of your paper
3. Synthesis of the topic (this may contain various sub-sections)
4. Discussion
5. Conclusion
6. Literature Cited
7. Relevant Tables
8. Relevant Figures
Term Paper or Narrated PowerPoint continued:

**SUGGESTED LENGTH** = 10-page text (items 1 through 5) + Literature Cited + Tables and Figures. See further details below:

Double spaced (a font size of 10 or 12) with 1” margins on all sides.

A minimum of 10 relevant *journal articles* should be used in preparing your term paper.

**OR**

In consultation with the instructor, each student will choose a topic and prepare a 20 slide, 20 minute narrated PowerPoint. This PowerPoint will be posted in CANVAS for the next class to use and should not cover material already provided in lectures.

A minimum of 5 relevant *journal articles and 5 other relevant references* should be used in preparing your PowerPoint

A Literature Cited section must be provided to document the references used in preparation of the PowerPoint

**Tests:**

Tests will be online. You will have multiple choice, true/false, short answer questions and long answer questions. Tests must be taken within the allotted time, which is short. You cannot use notes or other materials and if you try, you will find you are not able to complete the test in the allotted time. Further instructions will be given in the beginning of each test.

**Online Course Evaluation Process:**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluerca.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.
Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:  http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use:

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.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. 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.

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for
students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. If you are at the Milton campus, call the University Counseling & Wellness Center if you need help after 5:00 EST.

• University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library Wellness Coaching

• U Matter We Care, www.umatter.ufl.edu/

• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

Student Complaints:

• Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/.

• Online Course: http://www.distance.ufl.edu/student-complaint-process
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<thead>
<tr>
<th>Week</th>
<th>Lecture(s)</th>
<th>Speaker(s)</th>
<th>Readings</th>
<th>Due by Monday of the following week</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction&lt;br&gt;Longleaf Introduction</td>
<td>Debbie Miller</td>
<td>LL Ch. 1, 2</td>
<td>Class Introductions</td>
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<tr>
<td>2</td>
<td>Principles of Restoration Ecology Part 1 and 2</td>
<td>Megan Brown&lt;br&gt;</td>
<td>Article: Primer</td>
<td>Lecture Summary #1 with Questions</td>
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<td>Quiz 1</td>
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<tr>
<td>3</td>
<td>Introduction to Soils Part 1, 2, and 3</td>
<td>Ashlynn Smith</td>
<td>Brady &amp; Weil, Ch. 3, pp86-87</td>
<td>Abstract #1 No summary Quiz 2</td>
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<tr>
<td>4</td>
<td>Unifying Characteristics &amp; Variations&lt;br&gt;Longleaf Landscapes&lt;br&gt;Landscape &amp; Communities Part 1 and 2</td>
<td>Debbie Miller</td>
<td>LL Ch. 3&lt;br&gt;Article: Mugnani et al.</td>
<td>Lecture Summary #2 with Questions</td>
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<td>Quiz 3</td>
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<td>5</td>
<td>Regeneration Ecology Part 1 and 2</td>
<td>Kimberly Bohn</td>
<td>LL Ch. 4, 5, 7&lt;br&gt;Article: Silviculture that Sustains</td>
<td>Lecture Summary #3 with Questions</td>
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<td>Quiz 4</td>
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<td>6</td>
<td>Heirs Lecture&lt;br&gt;Scott Sager Lectures Part 1, 2, and 3</td>
<td>Kevin Hiers&lt;br&gt;Scott Sager</td>
<td>LL Ch. 9&lt;br&gt;Article: Varner et al.</td>
<td>Lecture Summary #4 with Questions</td>
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<td>Quiz 5</td>
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<td>7</td>
<td>Growth and Yield Modeling</td>
<td>Kimberly Bohn</td>
<td>LL Ch. 8&lt;br&gt;Article: Longleaf Density Guideline</td>
<td>Abstract #2 No summary Quiz 6</td>
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<td>8</td>
<td>Midterm</td>
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<td>9</td>
<td>Restoring the Understory, Parts 1 and 2</td>
<td>Johanna Freeman</td>
<td>LL Ch. 10&lt;br&gt;Article: Carol Denhof&lt;br&gt;Additional readings in Canvas</td>
<td>Lecture Summary #5 with Questions Quiz 7</td>
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<td>10</td>
<td>Vertebrate Fauna Part 1 &amp; 2&lt;br&gt;RCW Ecology, Status, and Management&lt;br&gt;Updated Status of RCWs&lt;br&gt;Gopher Tortoise Biology&lt;br&gt;Reticulated Flatwoods Salamander</td>
<td>Debbie Miller&lt;br&gt;Kristina Witter&lt;br&gt;Debbie Miller &amp; Others</td>
<td>LL Ch. 6, 11&lt;br&gt;Additional readings in Canvas</td>
<td>Discussion #1 Lecture Summary #6 with Questions Quiz 8</td>
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<td>Week</td>
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<td>11</td>
<td>Invasive Plants of LLP Ecosystem</td>
<td>Ashlynn Smith, Don Hagan</td>
<td>Williams &amp; Jackson, 2007</td>
<td>Lecture Summary #7 with Questions</td>
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<td>Cogongrass Lecture</td>
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<td>Ewel &amp; Putz, 2004</td>
<td>Quiz 9</td>
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<td>Hall &amp; Hastings, 2007</td>
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<td>12</td>
<td>Monitoring and Evaluation Restoration</td>
<td>Ashlynn Smith, Jeff Talbert</td>
<td>LL Ch. 12</td>
<td>Discussion #2</td>
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<td>Case study: Deer Lake State Park</td>
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<td>Article: Doria Gordon</td>
<td>Interviews Due</td>
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<td>Article: Putting Monitoring First</td>
<td>(Graduate Students Only)</td>
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<td>13</td>
<td>Economics of Ecosystem Restoration</td>
<td>Damian Adams</td>
<td>LL Ch. 13</td>
<td>Lecture Summary #8 with Questions</td>
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<td>Quiz 10</td>
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<td><strong>Due April 10</strong></td>
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<td>Term Paper OR PowerPoint</td>
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<td>14</td>
<td>Role of Public-Private Partnerships</td>
<td>Vernon Compton</td>
<td>LL Ch. 14</td>
<td>Discussion #3</td>
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<td>Article: Compton et al.</td>
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<td><strong>Final Exam</strong></td>
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