



Student's Name _____

Student's Signature _____ Completion Date _____

High School Teacher's Signature _____ Date _____

Recommended Grade _____ High School _____

COCC Review Instructor's Signature _____

COURSE DESCRIPTION: Introduction to the entire discipline of forestry, including the history of forest use and management, North American forest regions, forest ecology, mensuration and management, forest products and the importance of forest resources other than wood fiber. Also provides overview of state, regional and local employment opportunities.

INSTRUCTIONS: To receive credit, students must complete all writing assignments, successfully complete the outcomes, and complete the quizzes and exams.

INSTRUCTOR REQUIREMENTS: High school teachers will meet with a COCC instructor to review the course objectives; obtain labs, quizzes and sample exams; and discuss the depth of lecture presentations. The final exam will be prepared jointly by the high school teacher and a COCC faculty member. In addition, high school teachers will complete the teacher approval process and have a current articulation agreement with COCC prior to registering students.

REQUIRED TEXT: *Introduction to Forestry: Renewable Resources*, by Sharpe, Hendee and Sharpe. McGraw-Hill Book Co., 7th Edition.

GRADING: A, A-, B+, B, B-, C+, C, D, F.
 See [College Now Grading Policy](#).

Note: A C or better is needed for this course to count toward the Forest Resources Technology A.A.S. degree at COCC

Grading Calculations:	
Abstracts/Competencies	20%
Lab Reports	20%
Midterm Exam	30%
Final Exam	<u>30%</u>
Total	100%

Grade Calculation

	Percent Score	x	Weight	=	
Abstracts/Competencies	_____	x	20%	=	_____
Lab Reports	_____	x	20%	=	_____
Midterm Exam	_____	x	30%	=	_____
Final Exam	_____	x	<u>30%</u>	=	_____
TOTAL			100%	=	_____ Percent

RECOMMENDED LETTER GRADE: _____
(Record here and on page 1)

GRADING SCALE:

A 94-100%	B 84-86%	C 70-76%
A- 90-93%	B- 80-83%	D 60-69%
B+ 87-89%	C+ 77-79%	F 59% and below

REQUIRED COMPLETION DOCUMENTATION: When the student has successfully completed all outcomes, the high school teacher will:

1. Mail or deliver the completed and signed course outcome checklist to: College Now Office, Central Oregon Community College, 2600 NW College Way, Bend, OR 97703.
2. Contact Bret Michalski at (541) 383-7756 or bmichalski@cocc.edu to make arrangements for the final exam.
3. Bret Michalski will be responsible for the final grade roster.

WRITING ASSIGNMENTS:

Article Reviews

The student will complete six article reviews by summarizing the important points of a given article. The purpose of an article review is to acquaint the student with journal and magazines that deal with Forestry and related areas. Rather than assign specific articles, students will write six (6) reviews from six different journals. Reviews should be 250-300 words. Write the review in your own words not that of the article author. The review should cover a summary of the primary points of the article as well as what the student thinks about the article. See *example review attached*.

Lab Reports

Lab reports will be required for a minimum of five labs. The reports will be typed, double-spaced and 1-2 pages in length. The reports should include the objective of the lab, the location, the high points of the lab and include the student's thoughts relative to the lab. Reports will be due one week from the day of the lab.

Pick from the following journals:

American Forests	Journal of Forest History
Wood Technology	Forest Log
Journal of Forestry	Parks and Recreation
National Parks	Journal of Range Management
Forest Science	Wilderness
National Wildlife	Western Journal of Applied Forestry
Evergreen	Renewable Natural Resource Journal

NOTE: Late papers will not be accepted-Due dates are shown on attached Lecture Schedule.

Example Schedule:

Topics and Assignments

- Week 1: Introduction, Historical Uses of Forests. Chapters 1 & 2
Land Management Jurisdiction
Lab: *"The Wilderness Concept"* and *"The Greatest Good"* (Video)
- Week 2: Distribution of North American Forests – Chapter 3
Forest Ecology – Chapter 4
Lab: Forest Ecology (**Field lab, report required**)
- Week 3: Silviculture and Ecosystem Management – Chapter 5
Reforestation – Bend Pine Nursery and Deschutes National Forest. (**Field lab, report required**)
Article Review #1 due
- Week 4: Forest Damaging Agents – Chapters 6 & 7
Wildlife Conservation and Management – Chapter 9
Lab: Forest Damaging Agents (**Field lab, report required**)
- Week 5: **Mid-Term**
Recreation management
Lab: Plan your own recreation lab (**Field lab, report required**)
Article Review #2 due
- Week 6: Fire Management – Chapter 8
Rangelands and Watersheds – Chapter 11
Central Electric Fire Tour – **Hardhats required (Field lab)**
Article Review #3 due
- Week 7: Federal, State and Private Forest Management
Challenges Arboriculture and Urban Forestry
Indoor Lab
Article Review #4 due
- Week 8: Harvesting Forests – Chapter 13
Lab: Active Timber Harvest – **Hardhats required (Field lab, report required)**
Article Review #5 due
- Week 9: Forest Products – Chapter 14
Measuring Forest Resources – Chapter 16
Lab: Commercial Sawmill Tour **Hardhats required**
Measuring Forest Resources (**Field lab, report required**)
Article Review #6 due
- Week 10: Review
Final

OUTCOMES

INSTRUCTIONS: The high school teacher will evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency. The numerical ratings of 4, 3, 2, 1, and 0 are intended to represent the traditional school grading system of A, B, C, D, and F. Ratings should reflect successful competence, not simply completion for each of the tasks.

- 4 - Skilled** - can perform task completely without supervision
- 3 - Moderately Skilled** - can perform task completely with limited supervision
- 2 - Limited Skill** - requires instruction and close supervision to perform task
- 1 - No Skill** - no demonstrable experience or knowledge in performing task
- 0 - No opinion**

The student will complete the following outcomes without assistance. The teacher will verify the successful completion of each outcome as it is completed.

4	3	2	1	0

1. The student will be able to describe past and present uses of the forest.
Teacher's Signature: _____ **Date:** _____
2. The student will be able to distinguish between conservation, preservation, and environmentalism.
Teacher's Signature: _____ **Date:** _____
3. The student will be able to describe forest regions of the United States.
Teacher's Signature: _____ **Date:** _____
4. The student will be able to compare and contrast the influences of Gifford Pinchot & John Muir.
Teacher's Signature: _____ **Date:** _____
5. The student will be able to describe Forest Service organization.
Teacher's Signature: _____ **Date:** _____
6. The student will be able to describe the Oregon Dept. of Forestry organization.
Teacher's Signature: _____ **Date:** _____
7. The student will be able to read and prepare abstracts from resource management journals.
Teacher's Signature: _____ **Date:** _____
8. The student will be able to list examples of the work of a forester.
Teacher's Signature: _____ **Date:** _____

9. The student will be able to describe various forest resources and their management issues.

Teacher's

Signature: _____ **Date:** _____

10. The student will be able to use vocabulary related to forest management and practice.

Teacher's

Signature: _____ **Date:** _____

11. The student will be able to gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

Teacher's

Signature: _____ **Date:** _____

12. The student will be able to apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.

Teacher's

Signature: _____ **Date:** _____

13. The student will be able to assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Teacher's

Signature: _____ **Date:** _____

	MAXIMUM POINTS AVAILABLE
	STUDENT POINTS
	PERCENTAGE (Record here and on page 2)

Teacher's Signature _____ **Date** _____

See High School Teacher for the Final Exam Arrangements

Writing Assignment Example

Michael Fisher
FOR 111 Intro to Forestry
Article Summary #1
January 10, 2005

Plieninger, Tobias and Andreas Reinbolz. 2004. "Landscape-level Conservation, Modern Management of Traditional Lands in Germany's Southern Black Forest." Rangelands. 26(6): 16-23.

This article covered the discussion of the history and cultural challenges of grazing management in the Black Forest of Germany and Austria. The authors discussed historical, European land-uses and values and current attempts of reinstating historical land-use changes in order to preserve their cultural heritage. The article focused on using the area known as commons or allmendweiden for livestock grazing. The commons can be broken into different categories but generally refer to those lands available for all to use.

According to Plieninger and Reinbolz there are four separate types of common rangeland-uses in Western Europe to include public commons, cooperative pastures, private community pastures and lastly, common mountain pastures. The authors discussed how these different ownership and use patterns have helped shaped the landscape and therefore lend credence to recognizing the historic land-use as significant. They addressed the importance of conserving these land-use patterns for tourism purposes and a difference in the population's willingness to pay varying depending on the geographical location of the population.

A major issue associated with conserving grazing as a commons land-use was the decrease in the total number of users of the commons. Historically the commons were used by numerous members of a given community. As the rights to graze in certain areas have been passed down from generation to generation there appears to be fewer people interested in pursuing this type of land-use or career. In 3 example locations the total number of farms dropped from 324 in 1949 to 16 in 1997. As is also the case with the United States, Western Europe underwent a period during the 19th century where overgrazing seemed to be the norm. Since the creation of the grazing service in 1925 and due to the laws in place that govern the use of the commons, the overuse of these areas was put in check.

I especially enjoyed reading this article due to the time I spent in Germany during the 1980's and my experience as a U.S.F.S. public lands Rangelands Management Specialist. I found it interesting how although there was a time when grazing management on public lands was seen more as a detriment than betterment to the culture and the landscape, things have changed. Currently in the United States the public overall appears to either be against grazing of public lands or have no opinion, largely due to a lack of literacy on the topic. I also found it interesting how they have had challenges in Western Europe associated with the transfer of the farm from generation to generation, a problem that many U.S. farmers and ranchers are facing. All in all the article was very informative and worth the read.