

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES
SIGNATURE PAGE

Type of Request (Check one)

X **New course** including new special topics (NOTE: attach a course syllabus and statement of rationale. If this is an essential education course, please describe how it will meet the goals of essential education. Syllabus should contain the description, objectives, and requirements of the course, including the factors used to determine the final grade.)

_____ **Change in Existing Course** including course deletions (Complete items on both the right and the left hand columns)

_____ **Program Change**

Course Identification (Prefix/Number)

BI 295

Course Title (35 character limit)

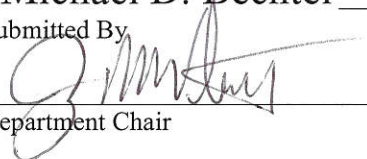
Special Topics: Ecology & Culture of the Amazon II

Recommendation

Michael D. Bechtel _____ 02/11/16 _____

Submitted By

Date


Department Chair

Yes

No

Date

02/17/2016

Writing Across the Curriculum Coor.

Yes

No

Date

IS 201/DAC Coordinator

Yes

No

Date

Global Multicultural Committee

Yes

No

Date

General Education Committee

Yes

No

Date

Approval

EPC Chair

Yes

No

Date

Dean of the Faculty

Yes

No

Date

_____ EPC recommends this request be reviewed by Faculty Council for Resource Implications

EPC # 50 Page _____

Gen Ed # 15 Page _____

2/12/2016

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES

For Existing Courses

Please complete this column with current information
 AND enter changes in the right hand column

For New Course Information or

Changes to existing courses
 Please complete this column

Course Identification (Prefix/Number)	Course Identification (Prefix/Number) BI 295
Course Title	Course Title (35 character limit) Special Topics: Ecology & Culture of the Amazon II
Abbreviated Title	Abbreviated Title (15 character limit) Amazon Ecology II
Course Description	Course Description (35 word limit) Ecology and culture of the Amazon. Structure of ecosystems, flora and fauna interrelationships, issues of resource management, and indigenous culture.
Course Credit	Course Credit 1
Hrs/ term for lab or studio class	Classroom Hours per term for lab or studio class 2 weeks of full days on site (class on campus 1st and 4th week)
Prerequisite/corequisite requirements	Prerequisite/co-requisite requirements Pre-req: GM 295 and any collegiate BI course with a C or better
Enrollment Cap	Enrollment Cap 24 students
Terms Offered and rotation	Terms Offered and rotation May Term (odd years)
Grading (A-F or P-D-F)	Grading (A-F or P-D-F) P-D-F
Wartburg Plan	Wartburg Plan <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Identify which part of the plan: Diversity Across the Curriculum
Cultural Immersion Course	Cultural Immersion Course <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program Status (Major requirement, minor requirements, program elective, degree elective)	Program Status <input checked="" type="checkbox"/> Major requirement <input type="checkbox"/> Biology: Field Course <input checked="" type="checkbox"/> Minor requirement <input type="checkbox"/> Science Endorsement <input checked="" type="checkbox"/> Major elective <input type="checkbox"/> Biology: 200 Level or Higher <input checked="" type="checkbox"/> Minor elective <input type="checkbox"/> Biology: 200 Level or Higher <input checked="" type="checkbox"/> General elective _____
	Effective Dates (Term/Year) Winter 2017

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES

1. Reason for Requested Change:

The Biology department is currently undergoing transition. Through changes in faculty (both positions and interest), there probably will be no off-campus field Biology coursework to Guyana or New Zealand in the foreseeable future. The travel courses have been an asset to students, the department, and Wartburg College. With the projected loss of two May term field biology courses, an opportunity to start a new field biology course exists. This course BI 295 (Special Topics: Ecology & Culture of the Amazon II) will have a prerequisite course GM 295 (Special Topics: Ecology & Culture of the Amazon I).

Currently, Dr. Bechtel has an opening during his May term on odd years (transferred PHY 132 to the Chemistry department). Through shuffling of courses between departments to help Chemistry fill their slots, PHY 132 (Earth Science) which was taught during May term on odd years will now be taught during Fall term on even years. Although Dr. Bechtel has enough credit slots, he now is excited to have an opening during May term which is optimal for an international travel course.

Institution:

As stated above, offering the 1.0 credit course, BI 295 (Special Topics: Ecology & Culture of the Amazon II), would replace two previously offered (but currently not running) 1.0 credit courses, BI 216 (Ecology of Guyana II) and BI 213 (New Zealand Ecology and Maori Life II). These international travel courses, have prerequisites that will also be replaced. The 1.0 credit GM 206 (Society and Culture of Guyana I) and 0.5 credit GM 213 (New Zealand Ecology and Maori Life I) will be replaced by the 0.5 credit GM 295 (Special Topics: Ecology & Culture of the Amazon I). The Guyana expedition is not "running" in 2016, and will not be offered again in the foreseeable future. The New Zealand expedition will take place in 2016 but will not be offered again in the foreseeable future due to the retirement of the lead professor.

Departments:

Moving (EPC approved 01/14/16) PHY 132 (Earth Science) from the Biology department May term (odd years) to the Chemistry department Fall term (even years) relieved stress in both departments and provided an opportunity for both GM 295 (Special Topics: Ecology & Culture of the Amazon I) and BI 295 (Special Topics: Ecology & Culture of the Amazon II). The change in departmental offerings has increased the credit load for the Chemistry department to maintain full slot loads. The change in departmental offerings has decreased the credit load for the Biology department, relieving stress from reduced faculty positions, yet still being able to offer a travel course (Guyana and New Zealand replaced by the Amazon).

Students:

The moving of PHY 132 (Earth Science) between departments and changing semester offerings allow for more flexibility in course selection for "All Science" teaching endorsements (secondary and elementary) as alternating May term offerings were the only possibilities for PHY 132 (Earth Science) and PHY 120 (Science of Water). The prior course placements significantly curtailed students' ability to take a May term abroad, life-changing experience that would be of benefit to future educators. The curricular course modification has also allowed two opportunities. 1) Pre-service "All Science" teaching endorsement seekers now have increased interaction with more faculty. Dr. Bechtel taught 5 of the 7 courses for "All Science" elementary endorsements. 2) Dr. Bechtel will have more contact with Biology majors within the department as GM 295 (Special Topics: Ecology & Culture of the Amazon I) will support the field biology course BI 295 (Special Topics: Ecology & Culture of the Amazon II).

2. In an effort to keep the curriculum as lean and effective as possible, EPC requests that with each new course departments evaluate current offerings. If proposing a new course, what course(s) could be deleted?

As stated above, the courses GM 206, GM 216, BI 206, and BI 216 for the culminating Guyana experience (May even years) and GM 213 and BI 213 for the New Zealand course (May even) will not be occurring in the foreseeable future.

As stated above, GM 206 (Society and Culture of Guyana I) and GM 213 (New Zealand Ecology and Maori Life I) will not be occurring again. Both pre-requisite courses are Diversity Across Curriculum components for the international travel portions (BI 216: Ecology of Guyana II and BI 213: New Zealand Ecology and Maori Life II) to Guyana and New Zealand, respectively. They will not be offered in the foreseeable future.

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REQUEST FOR NEW COURSES/COURSE CHANGES

- 3. Resource Implications:** IF THIS IS A NEW COURSE, you must provide a list of teaching assignments in the department to demonstrate that no adjunct faculty are required to teach this course. You may also submit a request to delete a course. New courses will not be considered without a clear understanding of faculty resources necessary to offer the course.

PHY 132 (Earth Science) was transferred to the Chemistry department, which frees up 1.33 slot loads from the Biology department (specifically, Dr. Bechtel). Institutionally, there is no change in credit hours.

GM 206 (Society and Culture of Guyana I) at a 1.0 slot load, and GM 213 (New Zealand Ecology and Maori Life I) at a 1.33 slot load will not be occurring again in the foreseeable future. Also, BI 216 (Ecology of Guyana II) at a 0.5 slot load, and BI 213 (New Zealand Ecology and Maori Life II) at a 1.33 slot load will not be occurring again in the foreseeable future. This is a loss of 4.16 slot loads within the Biology department. Starting GM 295 (Special Topics: Ecology & Culture of the Amazon I) and BI 295 (Special Topics: Ecology & Culture of the Amazon II) will bring back 1.83 credit hours. The net loss from the Biology department would still be 2.33 slot loads.

CRITERIA/ GOALS/ OUTCOMES

Proposed by: _ Michael D. Bechtel _

Date: _ 02/11/16 _

Course: _ BI 295 (Special Topics: Ecology & Culture of the Amazon II) ____

DAC Component Criteria	How does the proposed course meet these criteria?
<ul style="list-style-type: none"> • The course may incorporate either a broad global perspective on some issue or may examine more closely a specific culture or subculture. • The course includes significant reflection on intercultural issues. • The course may be taught in English or a foreign language (in addition to the foreign language requirement). 	<ul style="list-style-type: none"> • This course allows students to interact with the local indigenous people of this particular Amazonian area. The focus will be on the Amazon as a global resource = biodiversity, natural resources, medicines, food, climate change, carbon sequestration. We have the ability to work with the Yagua and Riberenos people and will learn about their community. We are trying to form another working relationship with the Maijuna people. The Yagua and Riberenos will teach us about their culture, history, rituals, and environment. We will learn about their perspectives on the forest and its inhabitants linking (a) specific issue(s) in Iowa to (an) issue(s) in the Amazon (e.g., comparative field studies). Students will see a part of the world that is physically, environmentally, socially, and politically different than our Midwestern agriculture town. • More to be added once I have had my initial experience. • This course builds on the material (books, films, reports, etc.) in GM 295, the preparatory course, in which students read about and discuss Amazon culture and modern tribal social issues. Reflection via writing and oral presentations on old and modern problems occurs in GM 295 and BI 295. In this May course, students experience first-hand the same subjects that they discussed in Winter term. Our discussions include comparisons between how an ecologist views, and studies, nature with how an Amazonian native views nature. <p>The course incorporates community service and offers interactions with at least one indigenous group. Service projects may focus on education, water quality, biodiversity monitoring, or other topics determined by the specific community we visit.</p> <ul style="list-style-type: none"> • Program is conducted in English, but plenty of opportunity to incorporate Spanish in formal/informal ways.
DAC Component Goal	Which elements of the proposed course address this goal?
<ul style="list-style-type: none"> • Students will develop a greater recognition and understanding of the value of human diversity as an enriching aspect of life. 	<ul style="list-style-type: none"> • Students will have community visits and service work with Riberenos, Yagua (and possibly Maijuna communities) along the Amazon, Napo, and Sucasari Rivers. The students will be surrounded by other cultures from the onset of our journey until we leave the Amazon.

CRITERIA/ GOALS/ OUTCOMES

	<p>Activities include:</p> <ul style="list-style-type: none"> • Learning from local naturalist guides (born and raised in the Amazon). • Learn history and legends as handed down through generations. • Join in customs and play traditional Yagua games. • Visit ReNuPeRu Ethnobotanical Gardens, Maijuna Reserve, and Rainforest Canopy Walkway. • Learn about Yagua and Maijuna conservation initiatives in the area. • Assist with the Amazon Service River Project. • Walks and Boat rides through the Amazonian tropical rainforest. • Learn about the native flora and fauna, and their interdependence. • Partake in trade and bartering with native cultures for crafts and wares. • Learn how Yagua view the environment and understand their spiritual connections to the natural world <p>More to be added once I have had my initial experience.</p>
(Student) Outcomes: Students will...	How will attainment of these component outcomes be assessed?
<ul style="list-style-type: none"> • connect a "widened view of the world" to liberal learning. • connect their understanding of human diversity to a specific cultural topic/theme. • compare and contrast their own culture with the culture being studied. 	<ul style="list-style-type: none"> • Students will write in their travel journals and explain how Riberenos, Yagua (and possibly Maijuna) culture is different and similar to Mid-Western cultures, and discuss the influences of the environment on both. They will present a final report (paper, poster, and PowerPoint®) that demonstrates a new understanding of Amazonian ecology, and of the natural history of the indigenous people. • By participating in multiple media sources (books, film, reports, etc.) in the winter course the students will have a background knowledge on which to base their comparisons following their field experiences during the May course. Thus, they will write reflections based on what they've experienced in May, using the correct native terms and philosophies, and will compare their accustomed US experiences to what they've seen in Peru. • Students will participate in all indigenous learning activities. Students will maintain a notebook that contains reflections on: 1) what they expected, 2) what they saw and did, and 3) how the native Amazonians interacted with all populations. Formative and summative assessments will take place in informal (reflections, meetings, discussion, etc.) and formal (presentation at the end of our trip back on campus).

Wartburg College Course Syllabus

BI 295 – Ecology & Culture of the Amazon II (May 2017)

GENERAL INFORMATION:

Course Description: Ecology and culture of the Amazon. Structure of ecosystems, flora and fauna interrelationships, issues of resource management, and indigenous culture. Emphasis on GM 295 coursework. May Term odd years.

Essential Education: Interconnected credit when taken with GM 295

Class Location: 140 Becker Science Hall/ Peru

Instructor: Dr. Michael D. Bechtel

Office: 58 Becker Science Hall

Meeting Time: XXXXX

Office Hours: available by appointment (usually in Science Center) 2 weeks on campus/ 2 weeks off

Phone: 319.352.8380 (Office), 319.883.6741 (Cell)

Credit: 1.0 credit hour

Email: Michael.Bechteld@wartburg.edu

Prerequisite(s) or Co-requisite(s): GM 295 and any collegiate BI course with a C or better

Text(s): XXXX

Text(s): XXXX

Essentials: Notebook, Folder & Writing Utensil

COURSE OVERVIEW & GOALS:

Students will use the basic ecological theories and principles pertaining to the natural history of the Amazon that were covered in GM 295. Research projects and reports will be conducted during this May term experience and presented for final credit accrument. Additionally, students will explain the natural history of the indigenous people, and the interactions with the industrialized world. Successful completion of GM 295 and BI 295 will result in fulfilling both the Diversity Across the Curriculum requirement; and field ecology requirement for the biology major.

COURSE OUTLINE & PROCEDURES:

This course will deal with multiple interests of various disciplines, but focusing on biology, ecology, and culture. In general, we will develop and communicate our current understanding of the concepts we encounter in the Amazon. We will present our findings in a final PAP (Professional Application Presentation). The cumulative product will be presented upon our return to campus with a paper, poster, presentation, and PowerPoint®. The final product will be: 1) assessed with the attached grading rubric, 2) prepared at the undergraduate level (or above), and 3) synthesized from at least three disciplines.

COURSE STUDENT LEARNING OUTCOMES:

- Outcome #1:** Exhibit thinking strategies and supportive arguments in developmentally appropriate levels
- Outcome #2:** Demonstrate college-level competencies in fundamental thinking and communication skills
- Outcome #3:** Validate the knowledge of the uniqueness as well as connectedness of academic discipline(s)
- Outcome #4:** Explain the importance of diverse ideas and interesting peoples/ culture in modern society
- Outcome #5:** Construct a defense which describes ethical dimensions of ideas and their consequences
- Outcome #6:** Differentiate Midwestern and Amazonian cultures and ecosystems

COURSE DESIGN:

In general, our experience in this course will involve two main types of activities:

- 1) Participation in hands-on global learning opportunities that will address major issues in the Amazon socially, politically, and biologically.
- 2) Involvement and reflection on texts, discussions, and digital literature as it pertains to the culture of the indigenous people and ecosystem of the Amazon in anticipation of the final project.

This course **WILL NOT** follow a traditional lecture/lab format.

COURSE COMPONENTS:

- **Attendance:** Attendance is **mandatory** and will be taken. Any absence needs to be communicated previously in person, or texted, to the professor. Missing any student's final presentation (once we are back on campus) will lead to a D in the course.
- **Daily Journaling (20%):** The field biology class will involve several opportunities each day to journal about topics which will support your final presentation. The instructor will do surprise spot checks on journals, emphasizing points of interest, support, and concern.

Wartburg College Course Syllabus

BI 295 – Ecology & Culture of the Amazon II (May 2017)

- **Discussion/ Participation (20%):** The instructor will keep track of student participation and involvement through regular roster checkoffs.
- **Professional Application Presentation (60%):** Students will be responsible a professional presentation that consists of four pieces: paper, PowerPoint®, poster, and presentation. This will be the final piece of the BI 295 and GM 295 course. As the rubric states it will need to be: 1) prepared/ presented at the undergraduate level or better, 2) synthesized from the GM 295 and BI 295 experiences, and 3) intertwined with three or more disciplines.

BIG IDEAS AND INFORMATION TO KEEP IN MIND:

- Supplementary texts/reading material will be used for the class and for the field study portion (in Peru).
- Grading will be P (pass) / D (letter grade D) / F (failure):
- You will be expected to keep a three ring binder (research journal) with our daily information and activities. Ideally, this binder will be an effective way to synthesize the information we present in the final presentations back on campus. Please see the instructor if you need assistance obtaining a binder.
- Attendance is **CRUCIAL** and **RESPECTFUL**. Please feel free to contact me with situations that arise that impact your ability to be with our class, but also please understand that most things we do in our field experiences cannot be made up. Attendance during the final presentations is **MANDATORY** and missing any student's presentation (once we are back on campus) will lead to a D in the course.
- Please inform me of anything you feel is impacting your opportunity to learn.
- The intent of this syllabus is to give a legitimate idea of the requirements of the course. I strongly believe what happens each day will impact what should happen the following day, and therefore, the design of the course is necessarily **FLEXIBLE**, and subsequently **TENTATIVE**. All modifications/changes will be announced to the entire class and may be also relayed via electronic communication. Please let me know if you are unsure of my expectations at any time during the course.

Pass	(100% – 80%)
D	(79% – 60%)
F	(59% and below)

MY EXPECTATIONS FOR YOU:

- Be **on time** (being tardy is disrespectful to you, your classmates, and our hosts) and prepared for every day
- Interact and Discuss issues and activities with the group in a mature manner and Allow others to express their opinions without necessarily agreeing with them
- Be more **concerned about learning** and less concerned about grades
- Do not let emotion be the determining factor in your behavior (be positive ... negativity is obvious and obtrusive to learning and class cohesion, and such a “downer” for everyone)
- Respect the different backgrounds and experiences of everyone (no one should ever feel demeaned or have negative connotations with our cohort)
- Ask questions when you are unsure/unclear about expectations, topics, and/or activities
- Have **completed** the material for the day **prior** to the beginning of the day
- Above all, Treat this opportunity to learn with exactly the same professionalism you will treat your future career
- Turn your **cell phones off** in class unless otherwise requested, or noted, by the instructor
- **ALWAYS** be on your BEST behavior! You are representing our class, our community, our state, and our nation.

WHAT YOU CAN EXPECT FROM ME:

- I will provide an organized and safe learning environment
- I will work very hard to find/ develop activities of interest for our cohort
- I will lead you, and the group, in as many diverse educational opportunities as possible
- I will do everything in my power to ensure that time spent in constructively
- I will encourage you to express your own thoughts, ideas, and opinions with no threat of ridicule (discussion is the main focus ... you will get out of it what you put in)
- I will have consistent expectations for every member of the class
- I will treat you with respect, have fun, and make learning how to teach science attainable

Wartburg College Course Syllabus

BI 295 – Ecology & Culture of the Amazon II (May 2017)

HONOR CODE: (Source: Student Senate, March 12, 2015)

Plagiarism is the representation of the work or ideas of others as your own. Common examples of plagiarism may be: 1) *failing to cite a source or image*, 2) *giving insufficient credit to the original authors*, 3) *closely paraphrasing without attribution*, and 4) *direct copying*. Turning in another student's project or purchasing a project is plagiarism of the most blatant kind and will receive the strongest penalty including **an immediate failure for the assignment and/or course**. All forms of plagiarism and cheating will result in severe academic penalties.

By attending Wartburg College, students pledge their dedication to the [Wartburg Honor Code](#). Students, faculty, and staff of Wartburg College are expected to demonstrate integrity in all endeavors. Students are expected to adhere to the four essential principles.

- 1) *Submit only original work and properly cite ideas of others, including fellow students.*
- 2) *Refrain from giving or receiving unauthorized aid on examinations and assignments.*
- 3) *Report any act that violates these principles.*
- 4) *Ask for clarification if uncertain about the expectations on a particular assignment.*

Students are responsible for abiding by these principles and opposing academic dishonesty in all academic endeavors.

DRESS CODE:

The manner in which you dress sends a rhetorical message to your immediate community. A casual, but not sloppy, manner of dress indicates that you are prepared to learn and have not simply jumped from your bed and rushed to class. We will discuss attire specifics before traveling to the Amazon. On presentation days you are **required** to wear professional dress. This manner of dress indicates respect for the activity and understanding the impact or influence that a public speaker has on an audience.

STUDENTS NEEDING ACCOMMODATIONS: (Source: Derek Solheim, December 2015)

Qualified students with disabilities are protected from unlawful discrimination by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended. Students requesting academic accommodations due to disabilities must arrange for such accommodations by contacting Derek Solheim, Pathways Center Director. He can be reached at the Pathways Center, (319) 352-8425, or by e-mail derek.solheim@wartburg.edu. Presenting documentation of a disability early is helpful and often necessary to secure needed materials in a timely way. Accommodations should be requested PRIOR to affected assignment due dates. Accommodations will not be provided retroactively.

SEXUAL MISCONDUCT AND DISCRIMINATION:

Wartburg College is committed to providing a learning, working, and living environment free from all forms of sexual misconduct including, but not limited to, sex-based harassment, non-consensual sex acts, sexual exploitation, relationship violence, and stalking. Wartburg College considers sex discrimination in all forms to be a serious offense and it will not be tolerated.

The Wartburg College's Title IX, Sexual Misconduct and Discrimination Policy, following national guidance from the Office of Civil Rights, requires that faculty follow Wartburg's policy as a "mandatory reporter" of any personal disclosure of sexual harassment, sexual misconduct, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom settings. These disclosures include but are not limited to reports of personal relationship abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform appropriate Wartburg personnel to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance on campus, please contact:

Wartburg College Counseling Services, 319-352-8596 or Wartburg College Campus Pastors, 319-352-8217

For private, but not confidential, resources on campus, please contact:

John Myers, Director of Campus Security, 319-352-8372

Jamie Hollaway, Title IX Coordinator, 319-352-8418

Cassie Hales, Director of Residential Life, 319-352-8260

Dr. Dan Kittle, Dean of Students, 319-352-8745

Campus Security officers and residence hall directors

Wartburg College Course Syllabus
BI 295 – Ecology & Culture of the Amazon II (May 2017)

Practical Application Presentation

Overview:

The goal of this final project is to create something of use that details a major component of the Amazon experience. You will be assessed by your ability to: a) perform first-hand research, b) intertwine three disciplines, c) meet our learning outcomes, and d) address ecology and cultures of the Amazon. This project gives you an opportunity to explore some aspect of the study of Amazon that is of particular interest to you. Ideally, it is a chance for you to explore a connection between what we have discussed/ experienced and your future career plans. The topical presentation can be about any concepts/ ideas from which we have been exposed. You will work in a group of two members (3 maximum). Hopefully, this will give you an opportunity to realize the relevance of the issues we have experienced and discussed.



Requirements:

- Your presentation must be between 10 – 15 minutes. **PRACTICE** before you present so that you have an idea of how long it will take.
- You must have a PowerPoint® slide show that is at least a part of your presentation.
- You should make the presentation as creative as possible. This is your chance to show me how these topics can be presented in an exciting and creative manner.
- Digital copy of presentation emailed **BEFORE** presentation. The title on attachment (**NOT THE EMAIL**) must be “BI 295 M17 PAP *topic*”. There are 4 spaces in the title and “topic” is the topic you researched.
- Include: Group Member Assessment. Individual Reflection. At least three other referenced sources. Class Handout/ Summary/ Outline given to class.

What you will be assessed on:

- The scientific accuracy of your information
- The creativity of your format (be informative yet entertaining)
- The argument you make as to why this is a relevant topic (lesson plan is helpful)

Your presentation may include anything that you can show: makes your point, is based on research, and creates a creative and entertaining presentation. You will not be allowed to go over a 20 minute maximum time limit so that we will have adequate time for all presenters and for discussion. Also note that meeting the standards (without going intentionally “above and beyond”) will result in a final score of 79%. Please let me know if there are any materials you need and we will work together to try and obtain them.

Wartburg College Course Syllabus
BI 295 – Ecology & Culture of the Amazon II (May 2017)

Group: _____

Topic: _____

Number: _____

Will be completed
in class



- 1) Overview of Presentation:
- 2) What did the presenters do that made their presentation exciting, unique, or entertaining that you thought was helpful or beneficial?
- 3) What about the presentation style of the presenters do you think was not helpful, distracting, or made things unclear?
- 4) What aspects of the presentation that you felt were inaccurate in terms of the Amazonian culture or ecology they discussed?
- 5) What aspects of the presentation did you disagree with?
- 6) What about the presentation was most helpful or beneficial for you?

Wartburg College Course Syllabus
BI 295 – Ecology & Culture of the Amazon II (May 2017)

Member Assessment

Practical Application Presentation
BI 295 – Ecology & Culture of the Amazon II

GROUP MEMBER _____

My name is _____

						Reason
Work Ethic	1	2	3	4	5	_____
Did their share	1	2	3	4	5	_____
Cooperation	1	2	3	4	5	_____
Quality of Work	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____

COMMENTS: _____ **TOTAL** _____

Member

Practical Application Presentation
BI 295 – Ecology & Culture of the Amazon II

GROUP MEMBER _____

My name is _____

						Reason
Work Ethic	1	2	3	4	5	_____
Did their share	1	2	3	4	5	_____
Cooperation	1	2	3	4	5	_____
Quality of Work	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____

COMMENTS: _____ **TOTAL** _____

Grading Rubric

Wartburg College Course Syllabus BI 295 – Ecology & Culture of the Amazon II (May 2017)

Will be completed
by instructor when
turned in and
pre-assessed

Group Members: _____

Topic: _____ Date: _____

I. Requirements Met: (3 points each)

Pre-Assess	Instructor's Assessment	Pre-Assess	Instructor's Assessment
____ Discussion of Course Idea(s) (cited, summarized, highlighted)	____	____ Lesson (<i>presentation</i>) Plan (seamless, organized, focused)	____
____ PowerPoint® Presentation (easy to read, follow, take notes)	____	____ Relevant Articles (3) (cited, summarized, highlighted)	____
____ Hands – On Activity (appropriate, enjoyable, intelligible)	____	____ Summary Handout (organized, informative, professional)	____
____ _____ (extra)	____		

0 = *Not Attempted*
1 = *Mentioned*
2 = *Some Elaboration*
3 = *Completely Addressed*

SUBTOTAL ____ / 18

II. Overall Characteristics: (3 points each)

A. Accuracy of Information

Pre-Assess	Instructor's Assessment
____ Nature of Science	____
____ Depth in Topic	____
____ Alignment & New	____
____ _____ (extra)	____

B. Thoroughness

Pre-Assess	Instructor's Assessment
____ Detailed	____
____ HOTS	____
____ Learning Goals	____
____ _____ (extra)	____

C. Professionalism

Pre-Assess	Instructor's Assessment
____ Attire	____
____ Voice	____
____ Involvement/Interaction	____
____ _____ (extra)	____

D. Creativity

Pre-Assess	Instructor's Assessment
____ Inquiry - _____ (type)	____
____ Hands On/ Minds On	____
____ Creative	____
____ _____ (extra)	____

E. Encouragement

Pre-Assess	Instructor's Assessment
____ Active	____
____ Interactive	____
____ Management	____
____ _____ (extra)	____

F. Transitions

Pre-Assess	Instructor's Assessment
____ Introduction	____
____ Transitions	____
____ Conclusion	____
____ _____ (extra)	____

SUBTOTAL ____ / 54

III. Group Evaluation

____ Assessment by Group Member ____ / 7

SUBTOTAL ____ / 7

The GROUP EVALUATION score is calculated from the average of the 25 points assessed by each team member.

OVERALL SCORE: ____ / 79

Wartburg College Course Syllabus
BI 295 – Ecology & Culture of the Amazon II (May 2017)

Will be completed
by instructor when
turned in and
pre-assessed

Student Learning Outcomes

- Outcome #1:** Exhibit thinking strategies and supportive arguments in developmentally appropriate levels
Outcome #2: Demonstrate college-level competencies in fundamental thinking and communication skills
Outcome #3: Validate the knowledge of the uniqueness as well as connectedness of academic discipline(s)
Outcome #4: Explain the importance of diverse ideas and interesting peoples/ culture in modern society
Outcome #5: Construct a defense which describes ethical dimensions of ideas and their consequences
Outcome #6: Differentiate Midwestern and Amazonian cultures and ecosystems

IV. Checklist (just need checks and complete the boxes)

Pre-Assess

Instructor's Assessment

Description

_____ The presentation involved three disciplines
 which were stated (SLO #3) _____

_____ The presentation further explained a topic
 from GM 295 (SLO #1 & #2) _____

_____ The presentation supported an experience
 from BI 295 (SLO #1 & #2) _____

_____ The presentation addressed an ECOLOGY topic
 of the Amazon (SLO #5 & #6) _____

_____ The presentation addressed a CULTURE topic
 of the Amazon (SLO #4, #5, #6) _____

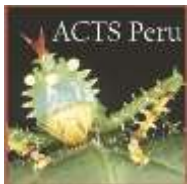
Below this point will be filled in ONLY by the instructor:

_____ met time limit _____ digitally emailed before _____ properly titled

COMMENTS:

Wartburg College Course Syllabus
BI 295 – Ecology & Culture of the Amazon II (May 2017)

Mon	Tues	Wednes	Thurs	Fri	Sat	Sun
May 01	May 02	May 03	May 04	May 05	May 06	May 07
Expectations & Baggage	Ecology & Culture	Preparation & Questions	Last Check & Group Supplies			Participants depart for Lima, Peru • Met on arrival at the Lima airport • Transfer to hotel.
May 08	May 09	May 10	May 11	May 12	May 13	May 14
Transfer to Lima airport • Travel by boat on the Amazon River to first study site • Facility and program orientation with group leader/faculty/guides • Evening night hike or boat ride.	Birding and wildlife investigations each morning • AM field workshop with group leader/faculty: Introduction to rainforest ecology, structure, and function • PM guided hike and observational field studies of the rainforest ecosystem • Evening discussion and reflection followed by boat ride.	AM field workshop with group leader/faculty: Amazon Biodiversity • PM Field Workshop with group leader/faculty: Rainforest Plants • Visit to ReNuPeru medicinal plant garden and shaman Guillermo Rodriguez • Evening discussion and reflection followed by night hike.	AM field workshop with group leader/faculty: Introduction to comparative and qualitative field studies and data collection protocols • Guided hike to ACTS field station • Orientation to ACTS field station and rainforest research • PM exploration of ACTS canopy walkway exploration and sunset viewing • Evening discussion and reflection followed by night hike to see bioluminescent fungus.	AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.	AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.	AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.
May 15	May 16	May 17	May 18	May 19	May 20	May 21
AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.	AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.	Full day of community service in an Amazon village • Introduction to community life, education, and social structure of Amazon River communities with representatives of CONAPAC, a local Peruvian NGO serving Amazon community along the Amazon and Napo Rivers • Evening discussion and reflection followed by night hike or boat ride.	AM field workshop with group leader/faculty/guides: Traditional Use of Rainforest Resources followed by hands-on exploration of traditional use of rainforest resources with local Yagua community members • Introduction to health care in the Amazon with Dr. Linnea Smith, the director of the Yanamono Clinic followed by site visit to clinic • PM visit to traditional Yagua demonstration community followed by trading with the Yagua.	AM program wrap up, discussions, and reflections. PM transfer to Ceiba Tops Lodge.	Visit to giant ceiba tree • Transfer to Iquitos for return flight to Lima and int'l flights or overnight at Lima hotel for Machu Picchu Extension. Note: Participants will return to the U.S. on an overnight flight arriving home on DAY 14.	
May 22	May 23	May 24	May 25	May 26	May 27	May 28
Work on Final Projects	Work on Final Projects	FINAL PROJECTS DUE (presentation, PowerPoint®, paper, and poster)		Enjoy Your Summer!		GRADUATION



ACTSPeru FIELD ITINERARY

-SAMPLE-



DAY 1: Depart from US and overnight in Lima Peru

Participants depart for Lima, Peru • Met on arrival at the Lima airport • Transfer to hotel.

DAY 2: Lima to Iquitos and ExplorNapó Lodge

Transfer to Lima airport • Travel by boat on the Amazon River to first study site • Facility and program orientation with group leader/faculty/guides • Evening night hike or boat ride.

DAY 3: ExplorNapó Lodge

Birding and wildlife investigations each morning • AM field workshop with group leader/faculty: Introduction to rainforest ecology, structure, and function • PM guided hike and observational field studies of the rainforest ecosystem • Evening discussion and reflection followed by boat ride.

DAY 4: ExplorNapó Lodge

AM field workshop with group leader/faculty: Amazon Biodiversity • PM Field Workshop with group leader/faculty: Rainforest Plants • Visit to ReNuPeru medicinal plant garden and shaman Guillermo Rodriguez • Evening discussion and reflection followed by night hike.

DAY 5: Amazon Conservatory of Tropical Studies (ACTS)

AM field workshop with group leader/faculty: Introduction to comparative and qualitative field studies and data collection protocols • Guided hike to ACTS field station • Orientation to ACTS field station and rainforest research • PM exploration of ACTS canopy walkway exploration and sunset viewing • Evening discussion and reflection followed by night hike to see bioluminescent fungus.

DAY 6-10: Amazon Conservatory of Tropical Studies (ACTS)

AM/PM field workshops facilitated by group leader/faculty/guides focusing on research in the rainforest. Topics TBD, but may include collecting micro-climate data, conducting a vertical study of the rainforest from forest floor to canopy, biodiversity surveys, herbivory studies, and independent research projects designed by students • Evening discussions and reflections followed by night hikes.

DAY 11: Explorama Lodge

Full day of community service in an Amazon village • Introduction to community life, education, and social structure of Amazon River communities with representatives of CONAPAC, a local Peruvian NGO serving Amazon community along the Amazon and Napo Rivers • Evening discussion and reflection followed by night hike or boat ride.

DAY 12: Explorama Lodge

AM field workshop with group leader/faculty/guides: Traditional Use of Rainforest Resources followed by hands-on exploration of traditional use of rainforest resources with local Yagua community members • Introduction to healthcare in the Amazon with Dr. Linnea Smith, the director of the Yanamono Clinic followed by site visit to clinic • PM visit to traditional Yagua demonstration community followed by trading with the Yagua.

DAY 13: Cieba Tops Resort

AM program wrap up, discussions, and reflections. PM transfer to Ceiba Tops Lodge.

DAY 14: Iquitos to Lima and return flights to US

Visit to giant ceiba tree • Transfer to Iquitos for return flight to Lima and int'l flights or overnight at Lima hotel for Machu Picchu Extension. **Note:** Participants **not** continuing on to Machu Picchu will return to the U.S. on an overnight flight arriving home on DAY 14.