

SMEA 505
Coastal Management Field Experience
Syllabus (updated October 1)

3 credits
Grading Type: CR/NC
Fridays, 9:00AM-3:20PM in [MAR 168](#)

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Office Hours: Thursday, 10-11AM

Course Description

This course uses field trips to introduce students to management and stewardship practices around Puget Sound. We will visit sites that represent natural assets, environmental stewardship and restoration, urban use, natural resource management, food production, and cultural heritage. Experts will share their stories and associated readings will provide additional context for each field trip.

Learning Objectives

- *Synthesize, compare, and contrast* examples of coastal management and stewardship through field trips, readings, discussions, and a final essay
- *Practice professional communication skills* by asking questions to experts and engaging in discussion with fellow students
- *Identify social-ecological challenges and opportunities* inherent in the management and stewardship of highly urbanized ecosystems
- *Reflect on the social-ecological connections* from the Cascade Mountains to Puget Sound
- *Apply concepts* learned in other SMEA courses (for example, SMEA 500) to practical situations and issues

Participation

- Readings listed in the class schedule must be completed in advance of each class day **(including the first day of class on September 27!)**. Readings are available on the class Canvas.
- Participation is expected on each class day. Advance permission to miss class is required. Final essays will not be accepted past the due date (except in the case of emergency). If you are ill, please stay home and email me in advance to let me know you will not be attending.
- Students are expected to be on-time. Vehicles will be leaving for field trips at the specified time for that day.
- Students are expected to contribute to group learning by initiating and engaging in discussions during site visits, asking pertinent questions, and sharing relevant information

about sites and issues. Students are encouraged to hold discussions during field trip commuting time.

Written assignment

- Each student will prepare and submit an analytical essay that describes various site visits. Students have considerable scope in shaping their essay, but the essay **must** conform to the following criteria:
 - Include consideration of **at least 5 sites**
 - **Critically examine cross-cutting themes** across the site visits. This should be a synthesis, rather than a purely descriptive essay or travelogue.
 - Final submission must **be at least 2500** words in length (about 500 words per site) and **no more than 5000** words.
 - Must include **at least three photos** from the site visits that complement and create clear connections to the text.
- In creating your essay, you might reflect on social-ecological problems addressed, solutions sought, and/or outcomes for the environment and people. An analytical, comparative approach is encouraged, wherein you present an argument or opinion supported by evidence. Here is a nice article outlining the basics of an analytical essay: <https://www.masterclass.com/articles/how-to-write-an-analytical-essay>. Feel free to discuss essay content and structure with me over email, or during office hours or class time.
- You should **begin drafting this essay early** and continue to develop it throughout the quarter. A **first draft** will be due by October 25th and must discuss **at least three sites**. We will use class time on November 1st to discuss your developing essays in preparation for your final submission due before class starts on December 6th.

FIRST DRAFT DUE: Before class begins on October 25th

FINAL DRAFT DUE: Before class begins on December 6th. Late assignments will not be accepted except in the case of an emergency.

Grading

This course is offered on a CR/NC basis only. A total of 100 points is possible, as follows:

20 points for participation, including completing assigned readings in advance and contributing to group learning during site visits

40 points for first draft report

40 points for final draft report

To obtain credit for the course, students must earn at least 80% of total points possible for **each** of the three elements above. That is, students must earn at least 16 points for participation and 32 points for each draft report to obtain credit.

Participation points are awarded each week based on a) attending site visit and/or b) contributing to group learning through comments, questions, and reference to assigned readings. Each week is 2 points (10 weeks total).

Essay grading guidelines

Component	Points
Analyzed the minimum numbers of sites (3 for first draft; 5 for final draft)	10
Provided a clear thesis statement that relates to the field trips and readings	5
Supported the thesis statement with evidence	10
Supported the text with three complementary and captioned photos from the field sites*	5
Paragraphs had topic sentences and clear transitions to the next paragraph	5
Incorporated concepts from assigned readings into the text	5
TOTAL	40

*You may use other students' photos if you have permission and give credit in the caption. As a last resort, you may use properly credited, open-source photos from online sources, but I would like to see students' unique visual perspectives of each site.

Class expectations

We each enter this classroom community with a unique set of experiences and different backgrounds that will inform our interpretations of and reactions to the topics we will discuss this quarter. Respect for diversity of all kinds—in terms of race, ethnicity, age, sex, gender, sexual orientation, ability/disability, educational background, immigration status, political and ideological belief, and so on—is vital to creating a respectful, safe, and stimulating intellectual environment. We are likely to disagree with one another this quarter. That is an important part of scholarly discourse that requires listening to other opinions and responding to them respectfully. Please keep an open mind and find opportunities to learn from one another.

In this class, you are expected to:

- Be responsible for your own learning and attend every class (see the **Participation** policies above if you need to miss class due to illness or emergency).
- Think critically about the readings and lectures.
- Come prepared to each class having completed the reading. Be prepared to lead discussions (bring questions) and contribute to discussions (bring textual evidence and your own response to the texts).
- Be engaged in each class: ask questions, answer questions, and offer your point of view. I want to know what you think! Help me to facilitate your learning.
- Be present, on time, and engaged for all classes. Please speak with me ahead of time if you anticipate a problem.
- Be respectful of others.
- Give me feedback! Please tell me what you think of the class.

You can expect me to:

- Respect your contributions and learning styles. Please talk with me if you have suggestions for ways that I can better facilitate your learning.
- Be available over email and during office hours.
- Thoughtfully choose readings that complement each field trip and discussion.

- Grade fairly.
- Provide constructive feedback on essays.

Academic Integrity

You are responsible for understanding the College of the Environment's rules on academic misconduct. See <http://coenv.washington.edu/intranet/academics/academic-policies/academic-misconduct/>, and note that violations of these rules will be referred to the Dean's office. Please understand what plagiarism is and how to avoid it.

Artificial Intelligence (AI)

All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation. If you have any questions about what constitutes academic integrity in this course or at the University of Washington, please feel free to contact me to discuss your concerns.

Religious Accommodation

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>)