

# EVSP627

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** EVSP627 **Title :** Landscape Ecology and Planning

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** Landscape planning and ecology is a rapidly developing area of study that explicitly examines the effects of spatial pattern and scale on ecological processes that unfold over areas of several square miles or larger. Thus, landscape ecology and planning provides many concepts, tools, and approaches that will enhance the effectiveness of endeavors such as watershed management, ecosystem management, design of conservation reserves and green infrastructure, and smart growth. The goal of this course is to give students a firm grasp of the concepts of landscape ecology and planning and how they can be applied to enhance the effectiveness of environmental policy, management, regulation, and assessment.

### Course Scope:

This course is a study of the topic of landscape ecology, with an emphasis on the environmental planning and policy. The primary learning approach used in this course will be student research and investigation, coupled with readings from peer-reviewed journals and scientific and government published reports. Students will learn how to review landscape-level projects and articulate environmental issues in the form of a formal comment letter to the responsible agency or entity.

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## Objectives

After successfully completing this course, you will be able to:

- LO-1 Demonstrate the principles of landscape ecology.
- LO-2 Analyze spatial patterns in landscapes.
- LO-3 Assess implications of landscape dynamics.
- LO-4 Appraise the relationship between the disciplines of landscape ecology and environmental planning.
- LO-5 Demonstrate the use of environmental policy in the science of landscape ecology.
- LO-6 Analyze a complex landscape-level project
- LO-7 Develop a formal letter of comment to articulate environmental impacts on the landscape.

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# Outline

## **Week 1: Introduction to Landscape Ecology**

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### Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-2 Analyze spatial patterns in landscapes.

### Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 1

## **Week 2: Introduction to Models**

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### Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-2 Analyze spatial patterns in landscapes.

LO-3 Assess implications of landscape dynamics.

### Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 2

Homework (Quiz) 1

Select an EIS to review

## **Week 3: Causes of Landscape Pattern**

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### Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-2 Analyze spatial patterns in landscapes.

LO-3 Assess implications of landscape dynamics.

LO-7 Develop a formal letter of comment to articulate environmental impacts on the landscape.

Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 3

First Draft Comment Letter Due

## **Week 4: Quantifying Landscape Pattern**

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Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-2 Analyze spatial patterns in landscapes.

LO-3 Assess implications of landscape dynamics.

Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 4

Homework (Quiz) 2

## **Week 5: Neutral Landscape Models**

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Learning Objectives

LO-4 Appraise the relationship between the disciplines of landscape ecology and environmental planning.

LO-5 Demonstrate the use of environmental policy in the science of landscape ecology.

LO-6 Analyze a complex landscape-level project

LO-7 Develop a formal letter of comment to articulate environmental impacts on the landscape.

Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 5

Second Draft Comment Letter Due

## **Week 6: Landscape Disturbance Dynamics**

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## Learning Objectives

LO-4 Appraise the relationship between the disciplines of landscape ecology and environmental planning.

LO-5 Demonstrate the use of environmental policy in the science of landscape ecology.

LO-6 Analyze a complex landscape-level project

## Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 6

Homework (Quiz) 3

## **Week 7: Organisms and Landscape Pattern Water as Landscapes**

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## Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-4 Appraise the relationship between the disciplines of landscape ecology and environmental planning.

LO-5 Demonstrate the use of environmental policy in the science of landscape ecology.

LO-6 Analyze a complex landscape-level project

LO-7 Develop a formal letter of comment to articulate environmental impacts on the landscape.

## Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum 7

Final Comment Letter Due

## **Week 8: Landscape Planning Review**

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## Learning Objectives

LO-1 Demonstrate the principles of landscape ecology.

LO-4 Appraise the relationship between the disciplines of landscape ecology and environmental planning.

LO-6 Analyze a complex landscape-level project

## Readings

Readings Identified in the Lessons

Lecture Notes

Assignments

Forum #8

Homework (Quiz) 4

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## Evaluation

### Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Quizzes	36.00 %
Quiz 1	9.00 %
Quiz 2	9.00 %
Quiz 3	9.00 %
Quiz 4	9.00 %
EIS Final	20.00 %
EIS Comment Letter: Final Draft	20.00 %
EIS Draft 1	10.00 %
EIS Comment letter: Draft 1	10.00 %
EIS Draft 2	10.00 %
EIS Comment Letter: Draft 2	10.00 %

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## Materials

**Book Title:** There are no required books for this course.

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

**Additional Resources:** Please go to the program guides in the APUS Library for additional resources:

Environmental Policy and Management:

[http://apus.campusguides.com/environmental\\_policy\\_management?hs=a](http://apus.campusguides.com/environmental_policy_management?hs=a)

## Software Requirements

- Microsoft Office (MS Word, MS Excel, MS PowerPoint) - American Public University System provides Microsoft Office 365 to AMU/APU students and faculty at no cost
  - Adobe Acrobat Reader
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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

### Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

### Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

### Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

### Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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