

Wetlands Ecology
Team Projects
Fall 2017

Teams of 3-4 students will each act as a group of expert consultants hired to develop a fact-finding report and presentation on their topic about various wetland restoration efforts. Each team will be given a different real-world problem. Teams will compile available information about each problem and the affected wetlands, analyze the impact of whatever happened to cause the wetland loss, and develop recommendations for the restoration work. This effort will require teams assemble materials from a variety of sources including peer-reviewed literature, reports (grey literature), and the internet to uncover information and recommendations from similar events in other regions, and also to collect background information about what is already known.

Teams should include information about the wetland type(s) affected by the project and determine the types of disturbances to the wetland(s) (e.g., alterations to hydrology, biogeochemistry, pathways for wildlife to reach the wetland, excess sediments or nutrients, etc.). Teams should make clear what the restoration goals are; what is desired as the final outcomes of the restorations. Some problems will have quite a lot of available information, while others will have little. In the latter case, teams will have to rely on information from similar events in other areas, and may have to make some assumptions. All such assumptions should be clearly stated in the presentation and report.

Recommendations should include ways to make the restorations as “good” as possible and meet the restoration goals. Each should include recommendations for a monitoring plan and methods for assessing the success of the mitigation or restoration. Each recommendation should include brief information on the feasibility (i.e., cost, amount and difficulty of the effort involved, likelihood of acceptance by neighbors/community, likelihood of successfully accomplishing it). Remember that funds for mitigation, restoration, and monitoring are often quite limiting, so recommendations must be both feasible and cost-effective.

Teams must check in with the instructor periodically to ensure that they are proceeding down the right path and are not overlooking something obvious. You may also want to check the feasibility of your recommendations with the instructor. The reference librarians in the U library are another great resource and students are encouraged to improve their research techniques using tips from these folks.

Teams will present their findings in both presentation and written report format. Teams will have 30 minutes for their presentations with 5 minutes for questions and answers. All team members must take part in the presentation. Teams will be graded by how well their presentation describes the problem, their background research (data discovery, etc), and their findings and recommendations. Presentations will be graded by both the instructors and the audience. In addition, team members will grade each other on participation and effort. Teams should be prepared to leave a copy of the presentation with the instructors (transfer can be done using a USB key). The website contains tips on writing an effective presentation, and some Powerpoint tips.

The team-written report should be a maximum of 15 pages of (single-spaced) text plus figures in a font size no smaller than 11 pt with 1 inch margins on all sides. Teams will collaborate on writing the sections, with each team member taking major responsibility for one-third to one-half of the sections (depending on team size) with the other team members contributing and editing these sections. Each section should list in the heading the name of the team member who is primarily responsible for that section. Report sections should include: Executive summary (like an extended abstract; for a 15 pg report, this section should be about a page), Introduction, Background, Findings, Recommendations, Conclusions, and References. Graphs, pictures, and tables should be embedded within the text of the report. All pages should be numbered except the cover page. The report cover page should look nice and include the report title, authors and affiliations, for whom the report is written (our class), and the date. You will likely run across some examples of these types of reports during your information discovery (although they'll probably be MUCH longer). **The final report must be handed in as an electronic version, but a printed version may also be handed in, if desired. I will also need an electronic copy of the presentation.**

Grading: Examples of the grading sheets can be found on the project section of the website.

Component	Points	Grade type	Due date
Problem statement, outline, bibliography	25 pts	team grade	Oct. 31
Report rough draft	25 pts	team grade	Nov. 9
Presentation		team & individual	11-30, 12-5
Instructor grade	50 pts		
Audience rating	25 pts		
Team member grading	25 pts	individual grade	
Final report			Dec. 7
Team writing		team grade	
Content	40 points		
Writing ability	10 points		
Individual writing		individual grade	
Content	40 points		
Writing ability	10 points		
Total project value	250 points		