

# Environmental Health Sciences 206: Applied Coastal Ecology Graduate Seminar

Spring 2017

**Instructor:** Professor Richard F. Ambrose  
46-078 CHS  
(310) 825-6144  
email: rambrose@ucla.edu

**Class meeting:** Mon 3:00-4:50 pm  
61-235 CHS  
**Office hours:** By appointment

**Description:** The goal of the Applied Coastal Ecology Graduate Seminar is to provide a forum, with active student participation, for discussion of important topics in applied coastal ecology, including human impacts on coastal environments, restoration of degraded coastal habitats, and management actions and policies to protect coastal ecosystems. . This seminar will discuss current topics and trends in the field. This seminar will provide an opportunity for graduate students to critically evaluate the primary literature and make an organized presentation to their peers and faculty. The format of the seminar varies. In some years, discussion will revolve around student presentations of the literature; in other years, each student focuses on one aspect of a general topic and conducts an in-depth literature review of that area.

Specific topics for the seminar vary from year to year. For Spring 2017, the seminar will focus on *green infrastructure and urban ecology*.

**Course Readings:** Readings will be drawn from the relevant peer-reviewed or gray literature. Class readings will be available electronically in advance of class through the course CCLE site (available through My UCLA or <https://ccle.ucla.edu/course/view/17S-ENVHLT206-1>; you can login to the course with your UCLA Logon ID and password, just as you would access your My.UCLA).

**Schedule:** The tentative schedule for the quarter is provided at the end of this syllabus, but will be finalized following the first class meeting and posted on the course CCLE site.

**Course organization:** For Spring 2017, each student will select one aspect of green infrastructure and urban ecology to lead a discussion about. Each student will work with the instructor to choose an appropriate paper for the entire class to read on that topic. Students will lead a discussion about that paper in the larger context of the problem, bringing in background information and other research as appropriate. This is meant to be a facilitated discussion with active participation by all students rather than a formal presentation.

**Presentations:** Each week, one or more students will lead a discussion on one aspect of the quarter's theme. The student will work with the instructors to choose an appropriate paper for discussion. The students should be able to rationalize the choice, which may require some searching of the literature, reading a review article, or a thorough understanding of the introduction to the paper.

**Grading:** S/U grading. Satisfactory performance requires (1) leading the discussion for one or more peer-reviewed papers, and (2) active participation in the discussions for all papers.

### Course Learning Objectives

Upon completion of this course, you should be able to demonstrate the skills listed as “Course Learning Objectives” below. These learning objectives were selected to help you build competencies required for the MS and PhD programs (see <http://ph.ucla.edu/current-students/programmatic-competencies>). Note: the listed competencies have been developed to identify the competencies master’s and PhD students in Environmental Health Sciences should have developed by the time they graduate; they have no direct relevance to students in other graduate programs, although of course many would be useful for any environmental researcher.

<b>COURSE LEARNING OBJECTIVES</b>
1. Understand the factors influencing the health of coastal ecosystems and approaches for restoring ecosystem health.
2. Be able to investigate a specific area of applied coastal ecology, including a literature search to understand the scientific background and context for that area.
3. Critically evaluate a research paper, including an evaluation of the methods used, results presented, and conclusions drawn.
4. Lead a discussion of a peer-reviewed scientific paper.

<b>HOW THESE LEARNING OBJECTIVES ALIGN WITH COMPETENCIES FOR SPECIFIC DEGREE PROGRAMS</b>	
<i>EHS MS Competencies</i>	<i>EHS PhD Competencies</i>
A1. Retrieve and organize literature; synthesize and critically evaluate scientific literature in environmental health, public health and other relevant fields.	A1. Judge, critique and interpret reports of individual environmental health studies; evaluate strengths and limitations of environmental health reports.
A3. Evaluate seminars and presentations in environmental health and distill the critical and salient issues from them.	E1. Gauge the cultural background, knowledge base and skills of an audience to appropriately customize communications for the target audience.
D1. Make reasonable inferences from results of analysis of observational and analytic studies.	E2. Organize and make oral presentations to professionals ranging from brief scientific presentations of research findings to longer presentations.
E1. Prepare presentation materials including outlines, posters, and Powerpoint presentations.	
E2. Deliver effective oral presentations individually and as part of a team.	
E3 Explain and interpret research findings for students, professionals, the public, and media.	

**Environmental Health Sciences 206:  
Applied Coastal Ecology Graduate Seminar**

**Schedule**

Date	Topic	Assignments
April 3	Overview, course organization Assignment of topics	
April 10*	Student-led discussion: Topic to be determined	
April 17	Student-led discussion: Topic to be determined	
April 24	Student-led discussion: Topic to be determined	
May 1	Student-led discussion: Topic to be determined	
May 8*	Student-led discussion: Topic to be determined	
May 15	Student-led discussion: Topic to be determined	
May 22	Student-led discussion: Topic to be determined	
May 29	Memorial Day	
June 5*	Student-led discussion: Topic to be determined	

\*RA out of town, may reschedule