



Group Activity

*Then shalt thou count to **three**, no more, no less. **Three** shall be the number thou shalt count, and the number of the counting shall be **three**. Four shalt thou not count, neither count thou two, excepting that thou then proceed to **three**. Five is right out. Once the number **three**, being the **third** number, be reached, form a group.*

- List ~3 things you want to learn from this course
- List ~3 goals for the course
- Rank your goals from MOST to LEAST difficult
- Put both your group's consensus lists on the board

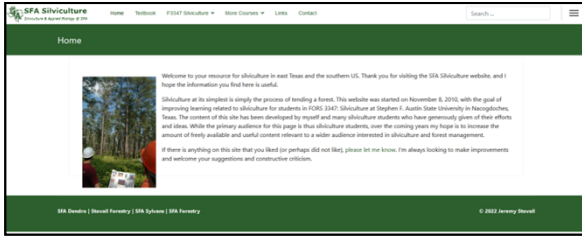
FORS 3347 Lab Intro Revised 01.13.2025 2

Silviculture Course Objectives

1. Demonstrate an understanding of stand dynamics, including concepts of stand structure, function, establishment, growth, composition, health, and quality
2. Explain the ecological underpinnings and technical considerations for common regeneration, establishment, and intermediate treatments that comprise modern silvicultural systems
3. Develop data-driven, time- and space-bounded prescriptions for forest stands considering ecological, economic, and societal aspects of management decisions in an ethical context, including logical rationale supporting management decisions
4. Create solutions to real-world forest management challenges by applying higher-order thinking skills to their knowledge of silviculture

FORS 3347 Lab Intro Revised 01.13.2025 3

Course Website www.sfasilviculture.com



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4

Quizzes

- Half your grade
- At beginning of lecture (usually)
- PowerPoint questions, quiz form
- Typically about 15 minutes
- Accommodations
- Go over answers immediately
- Returned next class
- Grades posted ASAP



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5

Quiz Tip #0

- You cannot take a quiz if you are not in class.
- Quizzes are **NOT** dropped.



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6

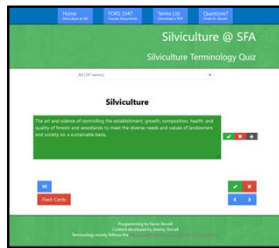
Quizzes

- Two points per question
- Partial credit (one point) possible
- Quiz worth 10, but 12 possible
- Same series of question types on each
 - Terminology – 2 questions
 - Short answer – 1 question
 - Readings – 1 question
 - Quantitative – 1 question
 - Bonus – 1 question



Terminology Questions

- Terms list in syllabus packet & online
- Terms quiz on website
- See week that terms become fair game
- Silviculture is verbatim, others are not



Silviculture Terms List

Term	Definition	Week
Silviculture	The art and science of controlling the establishment, growth, composition, health, and quality of forests and woodlands to meet the diverse needs and values of landowners and society on a sustainable basis.	1
Silvics	The study of the life history and general characteristics of forest trees.	1
Cultural Treatment	The manipulation of vegetation to meet silvicultural objectives.	1
Extensive Forestry	The practice of forestry on a basis of low operating and investment costs per acre, typically on a longer rotation.	1
Intensive Forestry	Managing a forest to obtain a high level of productivity through the application of the best techniques of silviculture and management, typically on a shorter rotation.	1
Silvicultural System	A planned process spanning a whole rotation whereby a stand is tended, harvested, and reestablished.	1
Rotation	In even-aged systems, the period between regeneration establishment and final cutting. In uneven-aged systems, the approximate time it takes to regenerate the entire area within a stand, or the age of the oldest planned cohort within a stand.	1
Even-aged System	A planned sequence of treatments designed to maintain and regenerate a stand with one age class. The range of tree ages is usually less than 20 percent of the rotation.	1
Two-aged System	A planned sequence of treatments designed to maintain and regenerate a stand with two age classes.	1
Uneven-aged System	A planned sequence of treatments designed to maintain and regenerate a stand with three or more age classes.	1

Terminology Tips

- STUDY (17% of grade!)
- Repetition in any form
- Make it interactive
 - Flash cards
 - Groups
 - Test yourself
 - Practice quizzes
- Consider the context
 - How are these terms connected to silviculture & your experiences?

terminology noun

Save Word

ter·mi·nol·o·gy | \ ,tər-mī-ˈnā-lə-jē \

plural **terminologies**

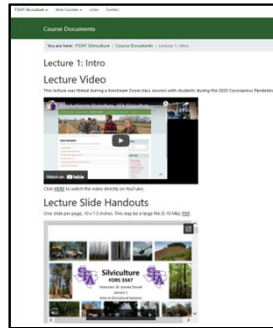
Definition of terminology

1 : the technical or special terms used in a business, art, science, or special subject

2 : nomenclature as a field of study

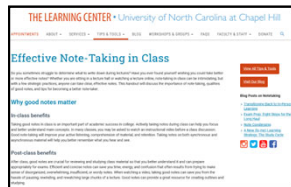
Short Answer Questions

- General concepts from classes or labs
- Website has 99% of lecture slides and 100% of videos
- Also YouTube playlists
 - Channel is Jeremy Stovall



Short Answer Questions Take Good Notes

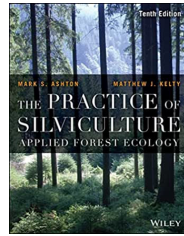
- Preview material before class
- Write main points, not verbatim (you have videos & slides)
- Jot down questions
- Create a clear, consistent structure to your notes
- Be consistent
- Review after class
- **Can you explain it?**



<https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/>

Reading Questions

- Reading abbreviations
 - Don't need PS right away
- Reading password – write on syllabus
- Don't try to memorize everything
- Focus on the main points
- Which reading is fair game on a quiz?



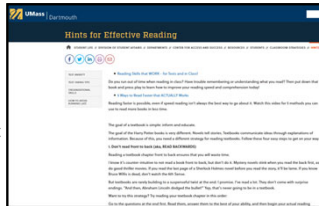
SILVICULTURE TENTATIVE SCHEDULE****					
WEEK	DATE	DAY	LECTURE	READING ASSIGNMENT	LAB
1	10-Jan	Tue	NO CLASS	n/a	Intro to Silviculture
	12-Jan	Thu	1 Introduction to Silvicultural Systems	OT* 1.1 – 1.3	

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13

Effective Reading

- Take notes or make an outline
- Outline first only the big ideas
- Then note a few key details that support each big idea
- Don't try to be comprehensive
- Don't re-read the book
- Review your notes instead
- **Can you explain it?**



<https://www.umassd.edu/dss/resources/students/classroom-strategies/hints-for-effective-reading/>

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14

Quantitative Questions

“I am bad at math.”

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15

Quantitative Questions

YOU ARE NOT BAD AT MATH!

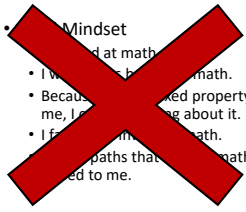
FORS 3347 Lab Intro Revised 01.13.2025 16

Quantitative Questions

- Fixed Mindset
 - I am bad at math.
 - I will always be bad at math.
 - Because this is a fixed property of me, I can do nothing about it.
 - I fail things involving math.
 - Career paths that require math are closed to me.

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Quantitative Questions



If the fixed mindset were true....

.....THEN WHY GO TO SCHOOL AT ALL?

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Quantitative Questions

Fixed Mindset

- I was not good at math.
- I will never be good at math.
- Because math is an inherent property of me, I cannot change about it.
- If I find a path to success in math, it is because I am smart and math are suited to me.

Growth Mindset

- Math is a skill.
- Skills can be learned.
- If I practice and find the right resources, I can learn math.
- I may struggle, but I will eventually learn what math I need/want.
- Career paths that require math are open to me, if I'm willing to put in the effort.

X

FORS 3347 Lab Intro Revised 01.13.2025 19

Quantitative Questions

I NEED MORE PRACTICE AT MATH!

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Quantitative Questions

- Taken from lecture or lab
- Most equations provided
- Fair game after we've covered
- See practice problems
 - Roughly in order for semester
- Plot and stand size questions are already fair game (#1 - #3)
- Practice problems, videos, and solution handouts on website
- Change the numbers, try again.
- **Can you explain it?**

Silviculture Quantitative Practice Problems List Page 1 of 36

Silviculture Quantitative Practice Problems List
Some problems adapted from sources submitted by Neil Fries, Alexander Maritz, and Nathan Hammer.

1. Calculate the short side length of a rectangular 1/80th hectare plot in meters. The long side is 40m.
1 hectare = 10,000 m², n = 3.14159 solution: <https://www.khanacademy.com/a/area-of-a-circle/a1>



FORS 3347 Lab Intro Revised 01.13.2025 21

Bonus Questions

- Usually short answer or quantitative
- Study for the other types of questions, and you'll be prepared for these.



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22

Big Quiz

- In lieu of a final exam
- Equivalent to four quizzes
- No reading questions
- 50% terms
- 25% short answer
- 25% quantitative
- Cumulative over whole course

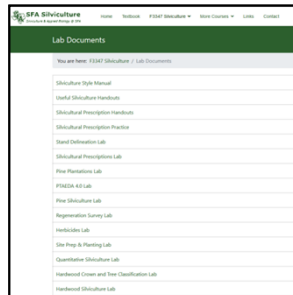


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27

Labs

- Lab assignments completed in lab
- A couple as 'homework'
- Some group, most individual
- Prescription sheet
- Prescription grading
- Prescription crib notes
- Useful handouts packet – print it if you don't have it yet
- Labs online, but I'll print you a copy
 - Don't lose your copy during lab (jeez!)

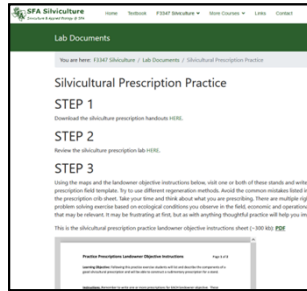


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28

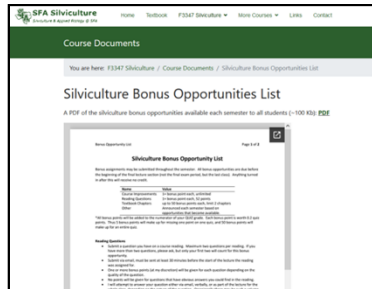
Practice Prescriptions

- Two stands on campus
- Two different landowner objectives
- Example prescriptions for two of these scenarios provided
- Can review if you'd like



Bonuses

- Email questions
 - By 7:30am
 - Two per reading
 - In body of email
- Textbook chapters
 - List of topics in my office
- Errors / Suggestions
 - Email Stovall



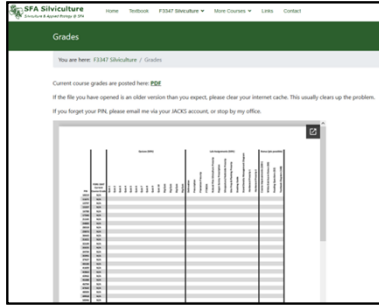
Bonuses

- One bonus point = 0.2 quiz points
- So 50 bonus points = a 0/10 quiz becoming a 10/10 quiz
- **DO THE BONUS OPPORTUNITIES**



Grades

- On website
- PIN
- Note that current course grade is only an *ESTIMATE*. Bonus points are overweighted early. If you keep getting the same quiz or lab grades, it won't change much.



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32

Tips for Success

- Split into your groups of **three** →
- Discuss each person's study plan for silviculture this term
- Provide constructive criticism to each other
- Produce a group list of common study plan items among all four group members
- Put it on the board



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33

Study Plan

- Need to commit weekly time to studying for this class
- Schedule it like you'd schedule a class
- Focus on **EFFECTIVE** studying, not just time
- Be here
- Be on time
- Be prepared

Each week you should spend time on:

- Terminology
- Readings
- Quantitative Problems
- Reviewing Lectures / Labs

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34

Wrap Up- Don't Leave Yet!

- Three things you're looking forward to learning in silviculture this semester
- Two concerns you have about the course this semester
- One question you'd like answered about silviculture or the course
- Form is anonymous (but with option to include name if you'd like)



<https://forms.office.com/r/i6p8zqr7JR>

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35

Quiz Scheduling

- I'll try to avoid your busiest times of the semester in other classes.
- This won't work perfectly for everyone.

1. Check the weeks when you have exams in your other classes. Save page 1 of the slides for dates.



<https://forms.office.com/r/A0KEuj3U6E>

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36
