

## **COURSE SYLLABUS OUTLINE**

**Course Title and Number:** Conservation Biology (BSC 460, 560)

Semester and Year: Fall 2014

Lecture: Wednesday 6:00-8:20, room S-374

### **Instructors:**

Name: Dr. Jayme L. Waldron

Office: S-378

Office Hours: Tuesday & Thursday 9:00-10:00, or by appointment.

Office Phone: 696-3361

Email: [waldron3@marshall.edu](mailto:waldron3@marshall.edu)

### **Course Overview:**

Catalog: Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife; 3 credit hours in biological sciences.

**Credit:** 3 hours in biological sciences

**Prerequisites:** BSC 320

**University Policies:** By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies." Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

### **Text Information:**

A Sand County Almanac by Aldo Leopold

\*Additional Study Aids: Extra readings will be assigned.

**\*Computer Requirements:** Microsoft Word, Excel. Students may be required to download free software.

### **Desired Learner Outcomes/Objectives:**

- (1) To identify and understand basic concepts of ecology and conservation biology.
- (2) To be able to describe the principles of biological diversity.
- (3) To be able to identify and evaluate current threats to habitats and species of concern.
- (4) To be able to make informed decisions about local, national, and international conservation issues.

Expected-learning-outcomes-rubric: how learning outcomes will be practiced and assessed.

<b>Student Learning Outcomes</b>	<b>How students will practice each outcome</b>	<b>How student achievement of each outcome will be assessed</b>
To identify and understand basic concepts of ecology and conservation biology	Classroom participation Reading assignments Exams	1) Effective classroom discourse will depend on completion of reading assignments and regular attendance. Students will be assessed based on their attendance and participation in classroom discussions. 2) I will evaluate homework using criteria outlined handouts.
To be able to describe the principles of biological diversity.	Lecture Exams Homework	1) Students will be evaluated based on their performance (accuracy) on homework assignments and exams. Homework criteria will be outlined in handouts.
To be able to identify and evaluate current threats to habitats and species of concern.	Lecture Homework Exams	1) I will evaluate the students' ability to complete homework assignments correctly and on time. 2) I will evaluate the accuracy of lecture exam questions. 3) Students will be assessed based on their willingness to participate (e.g., ask questions and answer questions) in discussions
To be able to make informed decisions about local, national, and international conservation issues	Lecture Homework Exams	1) I will evaluate the students' ability to complete homework assignments correctly and on time. 2) I will evaluate the accuracy of lecture exam questions. 3) Students will be assessed based on their willingness to participate (e.g., ask questions and answer questions) in discussions

**Grading Policy:** Grading scale will be as follows:

90-100% = A    80-89% = B    70-79% = C    60-69% = D    ≤ 59% = F

<b>Exam 1</b>	<b>20%</b>
<b>Exam 2</b>	<b>20%</b>
<b>Exam 3</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>
<b>Homework</b>	<b>10%</b>
<b>Participation</b>	<b>10%</b>

### **Lecture Exams**

There will be three exams plus a cumulative final exam. Exam dates on the syllabus may change, but exams will be announced at least one week in advance. Exams will include questions from lectures AND reading assignments. Lecture exams will be short answer and essay. IT WILL BE NECESSARY TO BRING A BLACK OR BLUE INK PEN OR A PENCIL TO THE EXAMS. **All exams are expected to be taken as scheduled.** Make-up exams will not be given without an excuse from the university.

## Home Work

I will assign homework periodically throughout the semester. When assignments are not turned in on time, a letter grade will be deducted for every day the assignment is late. Graduate students will be required to write a review paper and give an oral presentation (see below).

### Graduate Student Project: Conservation Issue Review Paper & Oral Presentation

Graduate students (i.e., those registered for BSC 560) will write a paper on “Lost America.” Graduate students will choose a topic about the North American landscape (species, ecosystems, water bodies, etc.) that was lost, or nearly so, (e.g., due to habitat destruction, extinction, etc.) prior to or during the twentieth century. The topic should highlight aspects of the North American landscape (specific to the topic) that were ‘lost’ and, consequently, largely absent from the current American landscape, as well as our current ‘memory’ of the American landscape. Topics must be approved by me (to avoid duplication). If you would like to discuss possible topics, then talk to me about some possibilities. The paper should follow scientific format for a review paper according to the instructions for authors from a peer-reviewed conservation journal (e.g., Conservation Biology, Biological Conservation, Animal Conservation, Conservation Letters, etc.). Students are expected to use correct spelling, grammar, and sentence structure; errors will be penalized.

#### Deadlines:

24 September Conservation issue topic chosen

22 October Turn in a list of at least ten references with information you will use in your paper, as well as some idea of the format of your presentation

Oral presentations will be given during the last two class periods.

**ALL PAPERS ARE DUE ON November 12!! NO EXCEPTIONS!!!**

**Participation:** Attendance is MANDATORY. You will have to sign-in during every class period. Please consult the university policy on excessive absences (see link at beginning of syllabus). You can miss three classes (i.e., 10% of lectures). After the third absence, 3% will be deducted from your final grade for EVERY missed class.

**Cell phones/texting:** Mobile phones are not permitted in class. You will be dismissed from class if you are caught texting or if your phone rings. You will be given an absence for the day.

**Laptops/ipads/notebooks/etc:** Computers may not be used in class. Lectures may not be recorded. Notes must be taken using paper and writing utensils.

**COURSE OUTLINE/DAILY/WEEKLY SCHEDULE:**

<b>Week (Dates)</b>	<b>Topic</b>	<b>Reading</b>
Week 1 (Aug 27)	1) Course Introduction 2) History of Conservation Biology 3) Species of the day: Passenger Pigeon & Carolina Parakeet Note: Aug 29 last day to add class	A Sand County Almanac  Passenger Pigeon Handout
Week 2 (Sep 3)	1) History of Conservation & Biogeography 2) Species of the day: Allegheny Elk Note: "W" withdrawal period begins Sep 2	
Week 3 (Sep 10)	1) Tragedy of the commons and market solutions 2) A Sand County Almanac (discussion) 3) Species of the day: American Bison	
Week 4 (Sep 17)	<b><u>Exam 1</u></b>	
Week 5 (Sep 24)	1) Fragmentation & Extinction 2) Species of the day: longleaf pine endemics	
Week 6 (Oct 1)	1) Diversity 2) Species of the day: Eastern Cougar	
Week 7 (Oct 8)	1) The Endangered Species Act 2) Species of the day: Chinook Salmon	
Week 8 (Oct 15)	<b><u>Exam 2</u></b>	
Week 9 (Oct 22)	1) Ecosystems, change, and use 2) Species of the day: Running Buffalo Clover	
Week 10 (Oct 29)	1) Restoration Ecology 2) Species of the day: Cheat Mountain Salamander Note: Oct 31 last day to drop class	
Week 11 (Nov 5)	1) Conservation at population and species levels 2) Conservation at the landscape and ecosystem levels 3) Species of the week: American Chestnut	
Week 12 (Nov 12)	<b><u>Exam 3</u></b>	
Week 13 (Nov 19)	1) Conservation & Society 2) Managing Protected Areas 3) Species of the week: Ivory-billed Woodpecker	
Week 14 (Nov 26)	Thanksgiving Break	
Week 15 (Dec 3)	1) Human-Wildlife Conflicts 2) The future of Conservation Biology 2) Species of the day: American Alligator 3) Student presentations	
<b>FINAL EXAM</b>	<b>Wednesday, Dec 10 at 6:00 PM</b>	