

COURSE SYLLABUS OUTLINE

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

Semester and Year: Spring 2016

Lecture: Wednesday 5:00-7:30, room S-376

Instructors:

Name: Dr. Jayme L. Waldron

Office: S-378

Office Hours: Tuesday & Wednesday 1-2:30, or by appointment.

Office Phone: 696-3361

Email: waldron3@marshall.edu

Use email to contact me (do not send messages via blackboard). If you send email from accounts other than your Marshall email, there is a very good chance I will not see them. Use your Marshall accounts for email communications.

Office hours: I make every effort to keep scheduled office hours. Please be aware that sometimes there are conflicts with required meetings, and I cannot be present. When possible, I will make announcements on muOnline if I am unable to make scheduled office hours. I strongly encourage you to make an appointment if you need to meet with me.

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 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

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.

Student Learning Outcomes	How students will practice each outcome	How student achievement of each outcome will be assessed
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 in 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

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	20%
Homework	10%
Participation	10%

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:

27 January Conservation issue topic chosen

24 February 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 April 13!! 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:

Week (Dates)	Topic	Reading
Week 1 (Jan 13)	1) Course Introduction 2) History of Conservation Biology 3) Species of the day: Passenger Note: Jan 15 last day to add class	A Sand County Almanac Passenger Pigeon Handout Stanton 2014
Week 2 (Jan 20)	1) History of Conservation & Biogeography 2) Species of the day: Allegheny Elk Note: "W" withdrawal period begins Jan 19	North American Model of Wildlife Conservation A Sand County Almanac
Week 3 (Jan 27)	1) Tragedy of the commons and market solutions 2) A Sand County Almanac (discussion) 3) Species of the day: American Bison <i>Topic for Lost America assignment due</i>	
Week 4 (Feb 3)	<u>Exam 1</u>	
Week 5 (Feb 10)	1) Fragmentation & Extinction 2) Species of the day: longleaf pine endemics	
Week 6 (Feb 17)	1) Diversity 2) Species of the day: Eastern Cougar	
Week 7 (Feb 24)	1) The Endangered Species Act 2) Species of the day: Chinook Salmon <i>List of references due for Lost America assignment</i>	
Week 8 (Mar 2)	<u>Exam 2</u>	
Week 9 (Mar 9)	1) Ecosystems, change, and use 2) Species of the day: Running Buffalo Clover	
Week 10 (Mar 16)	1) Restoration Ecology 2) Species of the day: Cheat Mountain Salamander	
Week 11 (Mar 23)	Spring Break	
Week 12 (Mar 30)	1) Conservation at population and species levels 2) Conservation at the landscape and ecosystem levels 3) Species of the week: American Chestnut	
Week 13 (Apr 6)	<u>Exam 3</u>	
Week 14 (Apr 13)	1) Conservation & Society 2) Managing Protected Areas 3) Species of the week: Ivory-billed Woodpecker <i>Lost America assignment due!!!!</i>	
Week 15 (Apr 20)	1) Human-Wildlife Conflicts 2) Species of the day: American Alligator 3) Student presentations	
Week 16 (Apr 27)	Student presentations	
FINAL EXAM	Wednesday, May 4 at 5:00 PM	