NRM/BIOL 277: INTRODUCTION TO CONSERVATION BIOLOGY
Spring Semester 2016

Meeting Time: Tuesday-Thursday 11:30 AM -1:00 PM

Classroom: Arctic Health Research Building (AHRB) Room 183 on the UAF Fairbanks campus.

Instructor **Gino Graziano**, Instructor of Invasive Plants and Forest Health, **Dr. Glenn Patrick Juday**, Professor Emeritus of Forest Ecology, School of Natural Resources and Agricultural Sciences
Office: Gino Graziano, Office located in Anchorage, call or e-mail 786-6315, email = gagraziano@alaska.edu. **Dr. Juday**, Room 161, Arctic Health Research Building (West Ridge), 474-6717 (W); 474-7188 (department) 474-7439 FAX; 479-3765 (H). email = gpjuday@alaska.edu
Office Hours - (arrange in advance to confirm) Tuesday & Thursday 3:00-4:30 pm; Monday, Wednesday, Friday by appointment (9:00 to noon preferred). Gino is available via phone, or video call.

Graduate Teaching Assistant **Job Noordeloos**.
Office: T-8, bldg. #976 (trailer behind the O'Neil building) email = jc.noordeloos@gmail.com

Course Text

Powerpoint lectures on the course Blackboard website. A series of ~24 lesson modules (CBL15.01 title, etc.) will be posted on the Blackboard site. These presentations are frequently updated (often incorporating information a day or two before class), extensively illustrated with graphics and pictures, and have key points in text charts.

Articles and weblinks posted on the course Blackboard site. Journal articles, agency reports, and items in the popular media.

Endangered Species Recovery Plan report

(2) the framework of organizations, laws, programs, and land management systems that are specifically focused on identifying, protecting, and maintaining natural diversity in the U.S., in selected other nations, and in international programs.

(3) case studies of specific threatened, endangered, or declining plants and animals, including the ecology and biology of the organisms, factors leading to their decline, and management and recovery methods and strategies.

(4) an overview of the conservation status of some major habitat regions of the world with an emphasis on northern hemisphere and high latitude areas but including ecosystems of particular interest from the tropics, oceans and elsewhere.

Course Structure

(A) The first part of the course is primarily lecture format. The goal is to cover the scientific principles of conservation biology and the main values-based rationales that drive conservation biology. Early in the course, students will choose and download an endangered species recovery plan from the U.S. Fish and Wildlife Service website.

(B) In the second half of the class students will be involved in analysis and presentation, applying the

Grading Policy

I. Quizzes, Midterm, and Final Exam - 60% of Course Grade
Students will be examined on material from lecture handouts, the text, assigned documents downloaded from the Internet. There will be regular short quizzes (about 8 in number) on the basic factual content of the material assigned for the course. Quizzes will total 20% of the overall grade. A midterm exam will include both short answer questions and short explanation or problem type questions. The midterm exam will total 20% of the overall grade. The final exam will total 20% of the overall grade. Learning Objectives will be provided that will highlight the most important information to master as a guide to quizzes and exams.

The goals are to:

1. Give the students an incentive to complete their reading assignments in pace with the presentation of lecture material, and to review in greater depth the topics that are introduced in lectures.
2. Highlight common knowledge that all students completing the course are expected to know.
3. Provide the opportunity to review and retain factual information in a written form.
4. Provide a forum for responses that demonstrate integrative thinking, deductive reasoning, and well-developed and more extended responses.

II. Student Presentation - 30% of Course Grade
Students will be called upon to give 1 time-limited oral report on an official Endangered Species Recovery Plan. Recovery Plans selected for the presentation must be approved in advance by the instructor. Students are encouraged to select a topic for which they have some special background because of work or life experience, special interest, or curriculum background. Reports will be in the form of briefings, such as an employee of a private or public resource agency might be called upon to give to explain a recommended conservation policy. Students will be evaluated by the instructor on both the content and effectiveness of the presentation, including responses to critical questions following the presentation.

The goals are to:

1. Make students aware of a substantial body of conservation biology literature, some of it quite recent, that includes popular, semi-technical, and technical information, and to promote good reading habits.
2. Give students experience in summarizing a specific topic within a strictly limited time for presentation, making sense of it and identifying the most relevant points to reach conclusions.
3. Give students experience in speaking before their peers, with special emphasis on speaking cogently and fluently.

III. Class Response - 10% of Course Grade
Students will be asked questions in class concerning the content of assigned readings and handouts. Familiarity with this material will be expected. Students will also be asked to make critical inferences in class once basic definitions and lectures have been delivered.

Rationale:

1. Higher concepts cannot be developed if students are not familiar with basic assigned readings.

NRM/BIOL 277 Instructions for
Endangered Species Recovery Plan presentation

1. Submit the Powerpoint presentation 2 full days before you are scheduled to present, so that it can be checked and posted on the Blackboard site. A deduction will be applied for late files.

Evaluation of Student Presentations
NRM/BIOL 277 Introduction to Conservation Biology

Presenter _____

Assigned Paper/Topic_____

Evaluation of:

Format

EVALUATION CRITERIA (positive and negative)

ability to gain and hold audience attention

effectiveness of introduction

tone of voice

eye contact

smoothness in topic transition

clarity and directness of expression

adherence to time limits

use of gestures

verbal non-fluencies

mannerisms in delivery

run-on sentences

grammar

Content

EVALUATION CRITERIA (positive and negative)

organization within available time

focus on the most relevant information

effectiveness of examples or illustrations

review of relevant background concepts

comprehension of material

effectiveness of summarization

appropriateness of facts

Grade - __/20 (times expansion factor)