

# WELCOME to INTRODUCTION TO CONSERVATION BIOLOGY

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NRM/BIOL 277: INTRODUCTION TO CONSERVATION BIOLOGY

Spring Semester 2018

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

Classroom: Arctic Health Research Building (AHRB) Room 183 on the UAF Fairbanks campus. 5(-)-J(-)Tj F in7(n



questions and comments will be allowed and included in the participation grade.

- H. Climate change
- I. Fire and biodiversity

## TOPIC OUTLINE

### *Topic I Principles and drivers of change*

- A. Conservation Biology as a changing science/Role of People in Conservation
- B. Biodiversity
- C. Ecosystem function and services
- D. Habitat destruction
- E. Habitat fragmentation
- F. Overharvesting
- G. Invasive Species

### *Topic II Conservation into practice*

- A. Conservation planning and priorities
- B. Preventing extinctions
- C. Endangered species management
- D. Conservation in human modified landscapes
- E. Conservation theory to practice
- F. Conservation biologist tools

## ASSIGNMENTS & GRADING

### Grading Policy

#### *I. Writing assignments (first 6) - 15% of Course Grade*

Student groups will be expected to write a 24 page summary of their conservation topic as it pertains to outlined learning objectives that address the previous chapter lessons and assigned readings. Writing assignments will be graded on turning in the assignment on time, clarity of punctuation and grammar, citation of appropriate scientific literature and reports related to the conservation topic, and covering each learning objective with an appropriate level of depth to:

- a) demonstrate student understanding of the learning objective and
- b) is appropriate for the chosen conservation topic.

The Fourth writing assignment, due before spring break must address the prior comments from the instructor provided on the previous writing assignments.

#### *The goals are to:*

1. Provide students the opportunity to pursue a conservation biology topic they are most interested in.
2. Build technical writing skills.
3. Provide the opportunity to demonstrate understanding of learning objectives in a written form.
4. Build skills in searching for, understanding, and citing scientific literature.

#### *II. Student Presentations (first 6) - 15% of Course Grade*

When writing assignments are due students will give an oral presentation that highlights the key points from the writing assignment. Presentations will include visual aids as appropriate. Students will be graded on the organization and clarity of the presentation, appropriate use of visual aids, covering the topics in

enough depth to provide a basic understanding of the topic. Students will also be graded on their engagement with presenters by asking questions and making constructive comments. The length of presentation will be approximately 5 minutes with extra time for questions.

*The goals are to:*

1. Provide an opportunity for all students to understand the variety of conservation topics chosen.
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.
4. Develop critical thinking skills resulting in questions and constructive comments that improve our understanding of a subject.

### *III. Quizzes/tests – 20%*

At least 6 quizzes/tests will be provided to students to take individually. These quizzes/tests will include questions that pertain to the learning objectives provided by the instructor to students. The purpose of the quizzes/tests are to allow students to demonstrate their knowledge of all the learning objectives covered.

### *IV. Class Response - 10% of Course Grade*

Students will be expected to participate in discussions of course reading topics, and respond to questions asked by the instructor and peers. Students will come to class prepared to discuss which learning



conclusions.

4. Give students experience in speaking before their peers, with special emphasis on speaking cogently and fluently.
5. Develop critical thinking skills resulting in questions and constructive comments that improve our understanding of a subject.

*V. Late assignment policy*

Unexcused late assignments will have their final score lowered by 5% of the maximum allowable score for every day the assignment is late.