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

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

Dr. Glenn Patrick Juday, Professor of Forest Ecology, School of Natural Resources and Agricultural Sciences

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- (arrange in advance to confirm) Tuesday & Thursday 1:00-3:00 pm

Powerpoint lectures on the course Blackboard website. A series of 10 presentations (CBL10.01 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.

The U.S. Endangered Species program website (http://endangered.fws.gov/index.html) contains a great deal of information about the provisions, history, and operation of the Endangered Species Act (ESA). Students will select a listed species for which an approved recovery plan (http://endangered.fws.gov/recovery/Index.html#plans) has been adopted and prepare a 15-minute presentation to the class. Questions from these reports will be the subject matter for a quiz. The class will consider and develop an evaluation of the operation of the ESA and other approaches to endangered species conservation.

. 2000. Bruce A. Stein, Lynn S. Kutner, Jonathan S. Adams (eds.) Oxford University Press, New York. 399 pp.

This course will provide an overview of:

(1) the principles of the science of conservation biology and the contributions of several different integrative levels (molecular, physiology, genetic, population, ecology, earth system science) of biology to problems in conservation biology.

(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.

(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.

A. The history and programs of The Nature Conservancy, ñConservation by Designò Natural Heritage Programs.
B. Landscape-scale preservation: The National Park System and the National Wilderness Preservation System, National Forests, Wildlife Refuges, and BLM Public lands.

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 6 in number) on the basic factual content of the material assign 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.

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 student completing the course can be expected to know.

2. Interaction between the instructor and the students (questions from and to students, ability of students to respond when challenged) is an important aspect of education within the course.
3. Attendance is a tangible demonstration of the seriousness of the student toward the course.

Presenter _____

Assigned Paper/Topic_____

Evaluation of:

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)