Introduction to Conservation Biology, NRM F277

3 Credits

Spring, 2022

COVID-19 statement

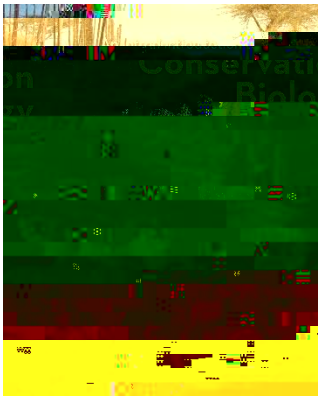
Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by

conservation topic that they will address in their class discussions and reports. The chosen topic must be approved by the instructor.
(B) Students will provide an oral presentation approximately every two weeks that summarizes their chosen conservation topic in the context of the previous course topics learning objectives. Each student will present key parts of their report to the class filling 10 minutes. Student presentations will include visual aids. Students are expected to ask and respond to questions online in a discussion forum for each presentation.

Conservation Biology issue report

Students will choose a conservation biology issue to develop a comprehensive report that students will build on throughout the semester. With each course lesson students will be asked to relate their topic to learning objectives in a weekly writing assignment building to a final report. The report uses the course topics as a general outline, with required elements to address in the report provided by the instructor as learning objectives. Students will review the writing assignment to make suggestions. A final presentation and paper for the project are due the last week before finals. Presentations will be posted to Alaska.edu YouTube and shared with the class via Canvas (details below). Topics selected may be either, conservation of a specific area (e.g. watershed, National Park, Wildlife Reserve), species, habitat type, or natural resource. Topics will be approved by the instructor. Students are encouraged to pursue their own interests in choosing a topic.

Course Text



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Chapter readings are posted to Canvas. Other reading assignments may be provide by the instructor. Student must procure access to the text “An Introduction to Conservation Biology”.

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Supplemental reading, and multimedia materials will be posted on Canvas. Supplemental materials will build on concepts from the weekly assigned reading from the text to better explain certain topics and highlight current or interesting events that are relevant to the weekly assigned readings.

For you to get the most out of our time together, it will be important to have regular access to a computer and the Internet to view and download online materials in Canvas. At various points during the semester, you will need to download course material and then upload completed assignments. You will also need to record a presentation to upload, and your computer must have audio to complete the recording. Use of your @alaska.edu email account ensures that you do not miss any important information from me or from other university departments.

Students will learn the concepts and application of techniques in conservation biology. Studying and independent research topic in conservation biology will allow students to further their understanding and application of concepts in conservation biology to achieving conservation goals related to their chosen topic.

By the end of this course students will be able to:

1. Apply concepts of conservation biology to achieving conservation of a given species, ecosystem, or resource.
2. Review and provide constructive feedback on methods for conducting conservation.
3. Develop a plan to conduct conservation as it relates to a specific topic.
4. Summarize specific conservation biology topic.
5. Write a summary paper on a conservation biology topic for their peers.
6. Provide an oral presentation summarizing a conservation biology topic for their peers.

Readings, case study, small group online discussions will be used via distance delivery. Synchronous meetings are not required but will be available weekly in office hours. During these meetings the instructor will go over any questions students have about the materials or assignment, and provide a short discussion of the material covered. These meetings will be recorded and posted.

What will help students succeed in the class? Asking questions on materials that are not clrgaterials will/dments

review materials. An additional 2-4 hours per week are necessary to complete the writing assignment, and an additional 2 hours per week are necessary to review and comment the writing assignments of others.

Weekly	Weekly writing assignment (Thursday by Midnight)	20%	1,2,3,4,5
Weekly	Peer review and interaction on weekly writing assignments and final presentation		

not a required element of this review. Rather students should focus questions and suggestions on the relationships that are or can be made between the students chosen conservation topic and the learning objectives of the weeks lesson. Review must be constructive and polite. Disrespectful behavior will not be tolerated. Students will be given one week after a writing section is submitted to provide comments, suggestions, and questions.

IV. Final paper - 20% of Course Grade
Students will be expected to write an 6-10 page summary of their conservation topic as it pertains to outlined learning objectives that address the previous chapter lessons and assigned readings, and all comments made by the instructor. Must also include evaluation of conservation efforts, and recommendations for future conservation actions related to the topic. Final papers will be graded on turning in the assignment on time, clarity of writing, punctuation and grammar, citation of appropriate scientific literature and reports related to the conservation topic, organization of larger technical report, 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 final paper will build on the most pertinent concepts and provide final summary recommendations for appropriate conservation goals and actions pertaining to the topic.

V. Final Presentations - 20% of Course Grade
The last week of class will be set aside for students to post presentations of their final reports. Each student will give a presentation lasting approximately 20 minutes. The student's oral presentation will highlight the key points from the final paper. 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, and response to questions and comments. The final presentation will build on the most pertinent concepts and provide final summary recommendations for appropriate conservation goals and actions pertaining to the topic.

VI. Final Exam- 10% of Course Grade
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- 907-455-2860
- 604 Barnette St, Room 120
  Elmer E. Rasmuson Library (help with research)
- 907-474-7481 (phone)
- 907-341-4404 (text)
- AskRasmusonLibrary@uaf.libanswers.com
- 1732 Tanana Loop
  Rural Student Services
- uaf-rss@alaska.edu
- Tutoring Services
- Main floor Brooks Building
  Student Support Services

1. UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination.
2. Incidents can be reported to your university's Equity and Compliance office (listed below) or online reporting portal. University of Alaska takes immediate, effective, and appropriate action to respond to reported acts of discrimination and harassment.
3. There are supportive measures available to individuals that may have experienced discrimination.
4. University of Alaska's Board of Regents' Policy & University Regulations (UA BoR P&R) 01.02.020 Nondiscrimination and 01.04 Sex and Gender-