

**Biology 4252WA  
Conservation Ecology  
Course syllabus**

**Winter term 2016**

**TEXTS:** Textbook: **Groom, et al. 2006. Principles of Conservation Ecology, 3<sup>rd</sup> edition. Sinauer, Sunderland Massachusetts**

**INSTRUCTOR:** Dr. Joe Carney  
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**OFFICE HOURS:** posted on office door or by appointment

**LECTURES:** MWF: 9:30 – 10:30 am – ATAC 1007

**TUTORIAL:** M: 2:30 – 4:30 pm – CB 3010A

**EVALUATION:**

Lecture Midterm	=	15 % (12 February)
Lecture Final	=	15 % (TBA)
iclicker	=	10 %
Written Assignment 1	=	5 % (due 29 January)
Written Assignment 2	=	10 % (due 4 March)
Written Assignment 3	=	15 % (due 5 April)
Tutorial Topics	=	30%

**GRADES:**

A+	≥ 90
A	= 80 – 89 (1 <sup>st</sup> class standing)
B	= 70 – 79
C	= 60 – 69
D	= 50 – 59
E	= 40 – 49 (failed)
F	= 1 – 39 (failed)
F Academic Dishonesty	= 0

**Withdrawal without academic penalty:** 4 March 2016

## **COURSE OBJECTIVES:**

### **Lectures**

We live on a planet that is increasingly affected by human activities. These activities are affecting the global environment – both aquatic and terrestrial, the great diversity of life with which we share this environment, and ultimately the very processes upon which all life depends.

This course for senior undergraduate students and is designed to introduce them to the essential concepts relevant to conservation biology. Major themes include major threats to biological diversity and strategies that have been employed to mitigate these threats. The major issues include biodiversity loss and extinctions, habitat loss and degradation, threats that contribute to these losses, and climate change. These are large, complex, and challenging issues that impact human concerns including economics, politics, societies, standards of living, and even our survival. In order to address these threats, issues, and concerns requires solutions that incorporate applications from ecology (ranging from population ecology to biogeography) systematics, genetics, bio- and geochemistry, economics, political science, sociology and other natural and social sciences.

Topics to be covered within these themes may include habitat loss, fragmentation and degradation, small and declining populations, conservation genetics, overexploitation, invasive species, climate change and human activities and activities that serve, or attempt to serve, conserving biodiversity. Included are discussions of the history of the field, ethics, economics and the effects of political decisions and how these factors influence approaches to conservation. Course instruction will involve lectures and three papers of varying length, course evaluation will be based on a midterm and final exam and the written assignments.

### **Learning Outcomes**

The objectives of this course are for you to:

1. Understand the historical context of conservation biology and to have a fundamental understanding of the major concerns of conservation, to understand the science and goals of conservation, and to understand the major issues relating to conservation today;
2. To understand different perspectives on conservation issues and the basis for these differences, to understand the tradeoffs and pressures involved in conservation decisions, and to have insight into your own philosophy and perspective on the issues relating to conservation;
3. To be able to understand and communicate the science behind results relating to conservation biology;
4. To be able to critically evaluate the literature (both scientific and popular) related to conservation biology, and to be able to place reports and studies within the overall discipline of conservation
5. To improve your writing, effective communication, and analytical problem-solving skills.

To succeed in reaching these goals and in this course you will need to attend class and tutorials, and commit to being prepared and engaged for class. You will get out what you put in.

### **Written Assignments**

There will be three written assignments in this course.

The first paper will be short and will require you to write a summary of a primary research article. The article will come from a Journal publishing primary research relevant to conservation (e.g. Conservation Biology, Biological Conservation, Conservation Genetics, Ecology etc.).

The second paper will be to provide a recovery strategy for a species that has been assessed by COSEWIC (Committee on the Status of Endangered Wildlife in Canada) in 2015 as being either Endangered, Threatened, or Special Concern . Your recovery strategy will be based on the COSEWIC species assessment. I will provide a list of these species and URL's will be provided in class. Species will be chosen on a first come first served basis

The final paper will be based on a topic of conservation concern. A list of topics (or one of your choosing with my approval) will be made available from which you can choose. Additional details on these assignments will be made available. Do not leave these written assignments to the last minute. You will find that they involve a substantial amount of preparation and study before you begin to write the paper itself.

### **Tutorials**

Tutorials will supplement lectures and are discussion and/or presentation based. The basis of the discussion/presentation will be assigned readings, videos, and/or current events in the news. This may involve breaking up into randomly assigned groups. Grading will be based on participation and contributions to the discussion/presentation and very short assignments (no more than 1/2 page single spaced) based on the topic under consideration.

### **Course Policies**

#### **Exams:**

Missed exams will receive a grade of zero unless you are absent for a documented valid reason such as a family or medical emergency. If you wish to have an exam regraded you must submit a written explanation of why you think the assigned grade was incorrect within 2 weeks of return of the exam. Be aware the entire exam will be re-evaluated and your mark may go up, remain the same, or go down.

**Note:** this does not apply to arithmetic errors such as incorrect addition. You may bring these types of errors to my attention for correction, without a written explanation, at any time.

### **Written Assignments**

Written assignments submitted late will be penalized 10% per day except for a documented valid reason such as a family or medical emergency. Papers will not be graded in the absence of a completed and signed form indicating the understanding of plagiarism in its many forms. **This will require the completion of an online exercise and quiz relating to plagiarism.** Additional direction regarding topics and format will be provided in class.

### **Academic Dishonesty**

(The following is taken directly from the University website, with minor modification.)

The University takes a most serious view of offences against academic honesty. Penalties for dealing with such offences will be strictly enforced.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" may be obtained from the Office of the Registrar.

## iClicker

An i>clicker2 remote is required for in-class participation and voting in this course. You may purchase the remote through the bookstore. Instructions for using i>clicker2 are on the back of the remote.

### **IMPORTANT INFORMATION BEFORE PURCHASING YOUR I>CLICKER2:**

- **When purchasing your remote, be sure to tell the bookstore you are in my class and you are using i>clicker2—NOT the original i>clicker. The correct ISBN is: 1429280476.**
- You will need i>clicker2 for answering numeric/alphanumeric questions in my course, *but* you can also use i>clicker2 in your classes which require the original i>clicker, which allows for multiple choice entry only.

### **INSTRUCTIONS FOR IN-CLASS (“ROLL CALL”) REGISTRATION:**

i>clicker2 is a response system that allows you to respond to questions I pose during class; you will be graded on that feedback and/or your in-class participation. In order to receive this credit, you will need to register your i>clicker2 remote in class (first lab, September 12). I will project a Registration screen with 3 steps to follow (look for your **[student ID]**, which will alphabetically appear on the screen Once your remote is registered, your **[student ID]** will no longer appear on that *scrolling* list and you are registered for the entire semester. If for some reason, you cannot follow these steps, I will need to register you manually. i>clicker2 will be used every day in class, and you are responsible for bringing your remote.

### **INSTRUCTIONS FOR WEB REGISTRATION:**

i>clicker2 is a response system that allows you to respond to questions I pose during class, and you will be graded on that feedback and/or your in-class participation. In order to receive this credit, you will need to register your i>clicker2 remote. While you can register online at any time, You must have come to class at least once and voted on at least one question in order to complete the registration . Once you have voted on a question in my class, go to <http://www.iclicker.com/registration>. Complete the fields with your first name, last name, student ID, and remote ID. Your student ID should be **[student ID]**. The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your i>clicker2 remote. It can also be found on the LCD screen upon powering on your i>clicker2 remote. i>clicker2 will be used every day in class, and you are responsible for bringing your remote.

The i>clicker website ([www.iclicker.com](http://www.iclicker.com)) has support documentation, video tutorials, and FAQs for students.