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 regularly checking this website. Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

General Information

Instructor:	Gino Graziano	*Office Location:*	Office/online
Email:	gagraziano@alaska.edu	*Office Hours:*	Tuesday TBD Zoom, M, W, F 9-11 am by appointment
Telephone:	907-786-6315	*Course Type:*	Lecture
Course Location:	Online/Canvas	*Meeting Time:*	NA

Prerequisites

BIOL F115X; BIOLF 116X

Course Description

Introduction to the basic ecological, genetic, management, legal and historical developments in conservation biology and focused efforts to manage biological diversity resources, with a status review of important habitats and endangered species.

In-Depth Course Description

This course will provide an overview of: (1) the principles of the science of conservation biology and the contributions of several different integrative levels (genetic, population, ecology, earth system, and social science) of interdisciplinary science 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., selected other nations, and international programs (3) current topics in conservation biology including climate change, invasive species, human modified landscapes, and changing fire regimes

(4) the role of people in conservation including outreach and education in generating support, Traditional Ecological Knowledge, and how conservation goals are framed and achieved

Course structure

(A) The course consists of online discussions of readings to cover the scientific principles of conservation biology and the value-based rationales that drive conservation biology. Early in the course students choose a

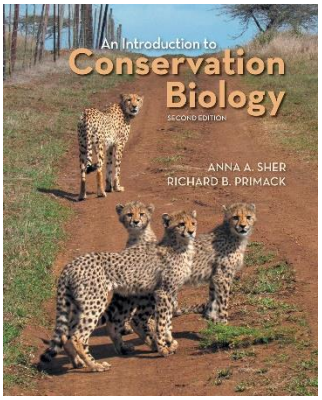
conservation topic that they will address in their class discussions and reports. The chosen topic must be approved by the instructor.
(B) Students will provide an oral presentation approximately every two weeks that summarizes their chosen conservation topic in the context of the previous course topics 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.

Representative Course Readings/Materials

Course Text



Anna A Sher: Richard B. Primack
EISBN13: 9781605358987

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 Course Readings/Materials

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.

Technology Requirements

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.

Course Goals

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.

Student Learning Outcomes

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.

Instructional Methods

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.

Explanation of Student Effort

What will help students succeed in the class? Asking questions on materials that are not clear, and spending the time necessary to review and understand the materials. Approximately 2-4 hours per week are necessary to

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.

General Course Calendar (subject to change)

Date	Assignment Title	Points or %	SLO
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 (Tuesday by Midnight)	20%	2
March 4	Midterm	10%	1,2,3,4,5
April 20	Final Presentation	20%	1,2,3,4,5,6
April 29	Final Paper	20%	1,2,3,4,5
April 29	Final Exam	10%	1,2,3,4,5

Detailed Course Calendar (subject to change)

Week	Subject or Activity	Chapter
10-Jan	Course overview/Defining Conservation Biology	1
17-Jan	What is Biodiversity/The Value of Biodiversity	2, 3
24-Jan	Threats to Biodiversity: Habitat Change	4
31-Jan	Climate Change and Other Threats to Biodiversity	5
7-Feb	Extinction Risk	6
14-Feb	Conserving Populations and Species	7
21-Feb	Establishing New Populations and Ex Situ Conservation	8
28-Feb	Mid-Term Exam	
7-Mar	Spring Break	
14-Mar	Protected Areas	9

21-Mar	Conservation Outside Protected Areas	10
28-Mar	Restoration Ecology	11
4-Apr	The Challenge of Sustainable Development	12
11-Apr	An Agenda for the Future	13
18-Apr	Presentation of Topic	
29-Apr	Final Exam/Final Papers Due	

Evaluation

Students will be evaluated on their understanding of the course material, and providing constructive feedback, comments, and questions on other student's conservation topics.

Proctoring Information

Examinations for this course do not require proctoring. All examinations will be open book, open note, and use of the internet and other materials are allowed. However, students must turn in their own work.

Assignments and Grading

I. Midterm - 10% of Course Grade

A midterm exam that is comprehensive for previous covered lessons will be given. The exam will focus heavily on learning objectives. Since this is an online course, I expect that you will use your books, notes, readings, and online materials to complete exams. This is ok, just make certain that you turn in your own work. If you turn in answers that are written exactly the same as others or are copied from online sources I will give you a new test with new questions to answer, and if this persists a failing grade will be given.

II. Student weekly writing assignment - 20% of Course Grade

Students will submit weekly writing assignments that are 2-4 paragraphs in length. The weekly writing assignment will relate the students chosen conservation topic to the topics in the assigned readings that week, using learning objectives provided by the teacher as a guide. These weekly writing assignments are building towards a final written report on the chosen conservation topic. The writing assignments will be shared with the class via Canvas so that the students can ask questions and peer review the weekly writing assignments.

III. Peer review and interaction on weekly writing assignments - 20% of Course Grade

Students will be assigned to a peer review group, and are then required to review, make suggestions, and ask questions of the weekly writing assignments of the others in their peer group. Spelling, grammar, and style are

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
A final exam that is comprehensive for previous covered lessons will be given. The exam will focus heavily on learning objectives, and the content from the student presentations of their topics. Since this is an online course, I expect that you will use your books, notes, readings, and online materials to complete exams. This is ok, just make certain that you turn in your own work. If you turn in answers that are written the same as others or are copied from online sources, I will give you a new test with new questions to answer, and if this persists a failing grade will be given.

VII. 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.

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Additional Information: Presentation and Papers

Weekly writing assignment:

Weekly writing assignments should be initially developed in word or a Google document so that you have a record of this because you will compile these into your final paper. To turn in the weekly assignment copy and past your writing into a discussion forum post on the Canvas sight for the weekly assignment (e.g. week 2 Biodiversity).

Recording and posting presentations:

To record videos that include slides from programs such as Powerpoint utilize Screencast-o-matic (https://screencast-o-matic.com/), a free video recording and editing software. The completed video will be uploaded to your University of Alaska YouTube account and shared via Canvas. Here are some tips and tricks for making your screen recording.

Step 1. Write a script and or storyboard for your presentation.
Step 2. Practice to make sure the lighting, camera angle, audio, and background all look good. Practice a few times to get comfortable.
Step 3. Record your video.
Step 4. Upload your video to YouTube:
1. Go to YouTube.com and log in with your @alaska.edu account. The first time you do this, you will be walked through some steps to set up your account. Contact your instructor if you run into trouble. Click on the upload button at the top of the YouTube account. You can set the privacy level to either Unlisted or Public.
2. Once your video is uploaded to YouTube, copy the URL

Step 5. Paste the URL into a new post on Blackboard in the "Presentations" section. Don't link the URL, just paste the plain text.
Step 6. View the post and make sure that your presentation shows up and is viewable through the post.

Are you new to giving presentations? UAF has help available at the UAF Speaking Center. Visit their website (https://uaf.edu/speak/about/) for more information.

Paper:

Turn in papers via e-mail to the instructor (gagraziano@alaska.edu), prior to midnight on the due date. Papers should be formatted with Times New Roman size 12 font, single spaced, with 1 inch margins. Citations may use any recognized format you are familiar with, but make sure and be consistent using only one citation style. Images and figures may be used, but should be included in appendices labeled Appendix 2 Figures. Appendix 1 will include any learning objectives you found irrelevant to your subject. In this section you must define the learning objective and explain why it is irrelevant to your conservation topic. Appendix 1 will count towards your total page numbers, but will not count against you if you go over. Note that page numbers are a guide, and

you aren't really graded on page numbers. If you cover the material adequately, and write concisely you will achieve the appropriate number of pages.

Are you new to writing papers? UAF has a Writing Center that can provide you with assistance. Visit their website (https://www.uaf.edu/english/writing-center/) for more information.

Course Policies

1.) Expectations On Progress In Coursework

Students are expected to turn in written assignments and provide feedback to their peer group weekly. Work includes peer review, and in order to allow time for other students to review assignments and process feedback assignments must be turned in on time. Late assignments without an approved excuse by the instructor will be deducted 5% of the assignments value every day that it is late.

2.) Attendance, Tardiness, Class Participation, Make-up Exams

Students are not required to attend synchronous meetings. Participation in the course is graded based on review and response to the weekly writing assignments in the student's peer group. All exams are final. Exams are take home, open book, and open note. No makeup exams are allowed.
If students have barriers to achieving success in this course please bring them to my attention. I will do whatever is reasonable and allowed to help ensure you have the opportunity to successfully complete this course.

3.) Plagiarism And Academic Integrity

Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork, practicums, creative projects, or other academic activities. Examples include, but are not limited to:

a) presenting as their own the ideas or works of others without proper citation of sources;
b) utilizing devices not authorized by the faculty member;
c) using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
d) providing assistance without the faculty member's permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);
e) submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
f) acting as a substitute or utilizing a substitute;
g) deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;
h) fabricating or misrepresenting data;
i) possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;

j) altering grade records of their own or another student's work;
k) offering a monetary payment or other remuneration in exchange for a grade; or
l) violating the ethical guidelines or professional standards of a given program.

For more, see Students Rights and Responsibilities.

4.) Classroom etiquette and student behavior guidelines.

Students are expected to review, ask questions about, and make suggestions on student writing assignments. The critiques must be constructive and about the chosen topic as it relates to the learning objectives in the reading materials that week. For example, a student may comment how a particular learning objective may be applicable to the student's chosen topic or ask for clarification on the applicability. Students should avoid any language that could be seen as disrespectful and avoid "calling out" mistakes or omissions. Recognize that some students may have learning accommodations that you are not aware of.

5.) Extended Absence Policy

Extended absences are defined as missed classes or course work by students beyond what is permissible by the instructor's written course policies. Students may need to miss class and/or course work for a variety of reasons, including, but not limited to:

- bereavement
- personal illness or injury
- serious illness of a friend, family member or loved one
- military obligations
- jury service
- other emergency or obligatory situations

For more information, go to the student handbook or the Center for Students Rights and Responsibilities.

6.) UAF Incomplete Grade Policy:

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:

> "The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C- or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."

For more information, see the UAF regulations regarding grades.

Student Protections Statement

UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/.

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Disabilities Services Statement

I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 Whitaker, 907-474-5655) to provide reasonable accommodation to students with disabilities uaf.edu/disability/

Non-Discrimination Statement

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination. For more information, contact:

UAF Department of Equity and Compliance
1760 Tanana Loop, 355 Duckering Building, Fairbanks, AK 99775
907-474-7300
uaf-deo@alaska.edu

Student Academic Support

- **Speaking Center**
  - 907-474-5470
  - uaf-speakingcenter@alaska.edu
  - Gruening 507
- **Writing Center**
  - 907-474-5314
  - uaf-writing-center@alaska.edu
  - Gruening 8th floor
- **UAF Math Services** (math fee paying students only)
  - uafmathstatlab@gmail.com
  - Chapman Building
- **Developmental Math Lab**
  - CTC, Room 120, 604 Barnette Street
  - Gruening 406
- **The Debbie Moses Learning Center** at CTC

- 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**
- (907) 474-6844
- **eCampus Student Services**
- 907-479-3444
- toll free 1-800-277-8060
- contact staff directly
- **Veterans Resources Center**
- 907-474-2475
- Rm 111, Eielson Building.
- **Academic Advising Resource List**

Other Student Resources:

- **Disability Services**
- 907-474-5655
- uaf-disability-services@alaska.edu
- Whitaker 208
- **Student Health & Counseling** [6 free counseling sessions]
- 907-474-7043
- Appointments
- Whitaker 203
- **Center for Student Rights and Responsibilities**
- 907-474-7317
- uaf-studentrights@alaska.edu
- Eielson 110
- **ASUAF Student Government**
- 907-474-7355
- asuaf.office@alaska.edu
- Wood Center 119

University Sponsored Off-Campus Programs and Research Activities

We want you to know that:

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-Based Discrimination Under Title IX, go to: http://alaska.edu/bor/policy-regulations/.
5. UA BoR P&R apply at all university owned or operated sites, university sanctioned events, clinical sites and during all academic or research related travel that are university sponsored.

For further information on your rights and resources click here.

Title IX

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 907-474-7721. For more information please visit the UAF Department of Equity and Compliance webpage.

Any UAF employee or volunteer who reasonably suspects or observes minor abuse or maltreatment is required to report the incident. Reporting procedures are available on the UAF Protection of Minors. Violation of this policy by employees shall be reported as well.

Emergency Notification Plan

Students will receive emergency notifications via phone or email. Please check your uaonline account to confirm your emergency notification settings. for more information, please refer to the student handbook. In cases where you do not have access to your devices, as your instructor, I will take responsibility to relay any emergency notifications.