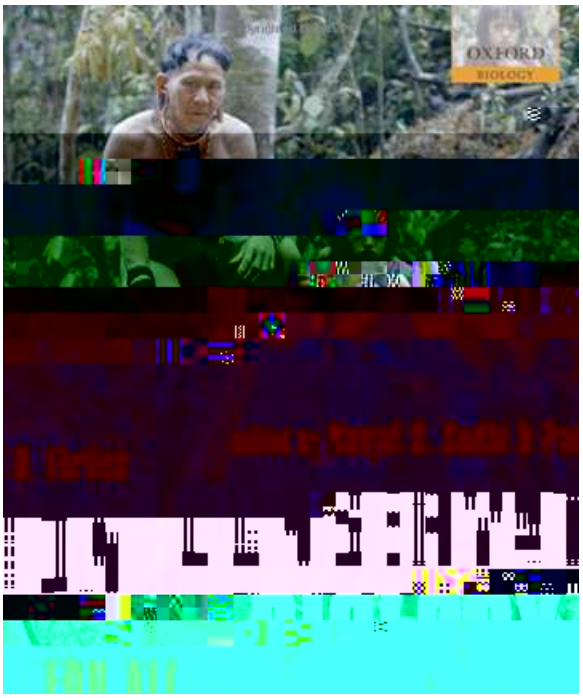
WELCOME TO

Course Text



Download Conservation Biology For All, by Navjot S. Sodhi and Paul R. Ehrlich free
mongabay.com/conservation-biology-for-all.html

Chapter readings are posted to Blackboard.

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 class and 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 in person or record an oral presentation approximately every two weeks that summarizes their chosen conservation topic in the context of the previous course topics. Each student will present key parts of their report to the class filling approximately 10 minutes. Student presentations will include visual aids. Time for questions and comments will be allowed when presentations are in person, and included in the participation grade. When presentations are recorded and shared students are expected to ask and respond to questions online.

Conservation Biology Issue report

Students will choose a conservation biology issue to develop a comprehensive report that students will build on throughout the semester. Reports use the course topics as a general outline, with required elements to address in the report provided by the instructor as learning objectives. Approximately every other week students will present to the class their topic as it pertains to the associated learning objectives. Presentations will be posted to Alaska.edu YouTube and shared with the class via Blackboard (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 report.

Supplemental Readings (to be posted on the course Blackboard site)
Current scientific journals, resource management articles, and news/analysis articles.

COURSE TOPIC OUTLINE

the topics in enough depth to provide a basic understanding of the topic, and response to questions and comments. Students will also be graded on their engagement with presenters by asking questions and making constructive comments. The length of presentation will be approximately 5-10 minutes.

The goals are to:

1. Develop an understanding of the variety of conservation topics chosen.
2. Summarize a specific topic within a strictly limited time for presentation, making sense of it, and identifying the most relevant points to reach conclusions.
3. Develop presentations, with special emphasis on speaking cogently and fluently.

V. Final paper - 20% of Course Grade

Students will be expected to write an 8-12 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. 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.

The goals are to:

1. Pursue a conservation biology topic students are most interested in.
2. Build technical writing skills.
3. Demonstrate understanding of learning objectives in a written form.
4. Build skills in searching for, understanding, and citing scientific literature.
5. Build skills in compiling and organizing a large report.
6. Build skills in responding to comments provided by reviewers, in this case the instructor.

VI. Final Presentations - 20% of Course Grade

The last three class periods will be set aside for students to present their final reports. Each student will give a presentation lasting approximately 20 minutes with an additional 10 minutes allowed for questions and discussion (questions and discussions may be online). The studentôs oral presentation will highlight the key points from the final paper. Presentations will include visual aids as appropriate. Students will be