

BSC 3052 – Conservation Biology – Spring 2013

Meeting Time: Mondays, Wednesdays, and Fridays 9:30-10:20 am

Meeting Place: Biology Building, Room 209

Course objectives

This is a classroom course for Biology majors who have completed Principles of Ecology (PCB 3044). Conservation Biology is a diverse subject that requires coverage of information from biology, ecology, economics, politics, and law (among others) to understand all of the factors involved in preserving biodiversity (the primary goal of conservation biology). This version of the course will focus primarily on the science of conservation biology. We will cover forms of biological diversity, population decline and extinction, how to maintain biodiversity, human factors, and a variety of conservation case studies. This is an upper-level course so I expect students to synthesize information and be actively engaged in the class.

Instructor:

Dr. Angela Tringali

Biology Building, Room 202D

Office Hours: Monday and Wednesday 10:30 - noon and by appointment

Email: angela.tringali@ucf.edu

Communication with the class

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. All official class communications will be sent only to the @knights.ucf.edu addresses. Students are responsible for checking their knights email accounts regularly. I check my email frequently and will always respond to your emails. To help me help you, please include your name in your email. If I don't respond to your email in a work-day, assume it was lost and resend it, talk to me in class, or come to office hours.

Class website

There is a lot of information for you on the web page for this course (<http://angelatringali.wordpress.com/conservation-biology/>). **The password for access to this class is conbio.** The syllabus and other reading material (that is not in the book and required for our case studies and discussions) will be posted there. I will post any announcements there, too. Make sure you keep up with the website on a regular basis.

Textbook

Hunter & Gibbs. *Fundamentals of Conservation Biology*. Blackwell.

Behavior in class

It is assumed that all students will act in a mature manner in the classroom showing respect for their peers and the instructors. Any student who consistently distracts other students or the instructors will be removed from the course. Electronic devices must be on silent mode or turned off in the classroom. Laptops are to be used only for displaying the lecture slides and taking notes. **If you have any special needs that I should be aware of, please let me know as soon as possible. I am happy to make any arrangements that are necessary to be sure that everyone has an equal opportunity to learn and succeed.**

Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Grade Scale

Grade Range	Grade	GPA
93 - 100	A	4.0
90 - 92	A-	3.75
87 - 89	B+	3.25
84 - 86	B	3.0
80 - 83	B-	2.75
77 - 79	C+	2.25
74 - 76	C	2.0
70 - 73	C-	1.75
60 - 69	D	1.0
Below 60	F	0

Note that the University considers any GPA above zero a passing grade. Specific program requirements may vary.

Academic Dishonesty

Unless specifically permitted all electronic devices must be inaccessible during tests. Unless specified as a group project, all work should be the independent work of the student turning it in. All papers will be submitted via turnitin.com. Turnitin.com uses an automated system to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Violating these policies, cheating, or academic dishonesty will result in an automatic F and referral to The Office of Student

Conduct for disciplinary action. In addition, a "Z Designation" may be placed on the student's official transcript indicating academic dishonesty, where the letter Z will precede the final grade for this course. For more information about the Z Designation, see <http://z.ucf.edu/>.

Turnitin.com

Three assignments (term paper topic, draft, and final paper) will be submitted to turnitin.com. All assignments must be submitted before 9:30 am the day they are due. Sign up using your knights email account.

Class ID: 7436169

Password: conbio

Grading

The grading for each individual in the course breaks down as follows:

Includes:

1. **Four Tests**, 15% each, 60% total. Tests will be drawn from lecture notes, assigned reading, and class discussions. Exams will consist of largely of multiple choice, short answer, and fill-in-the-blank questions. Dates are shown below in the schedule.
2. **Participation**, 15%. Class participation is mandatory. I expect everyone to come to class prepared to discuss the readings. We will be getting into small groups to discuss chapters, papers, and case studies of ecological/environmental problems that are relevant to conservation biology. During this part of the class I expect EVERYONE to show up, have done the reading, and have something to say about the readings.
3. **Term Paper**, 20%. Choose a conservation success story, or a failure, and identify what factors led to its success or failure. Apply the lessons learned from that case study to make conservation and management recommendations for a species or ecosystem of conservation concern.
4. **Poster Presentation**, 5%. Create a poster based on your term paper. Be prepared to discuss your poster with the class and answer questions about it.

Missed Tests

If you miss a test, documentation is required to verify a legitimate reason for missing the test. If a properly documented excuse (e.g. from doctor, police, etc.) is provided, you will **not** take a make-up exam and your grade will be based upon the average of your other tests. If you miss a second or subsequent test you must again provide acceptable documented evidence that circumstances beyond your control prevented you from taking the test, or that you were required to participate in official University business. A doctor's note must be on letterhead with a contact phone number, and must indicate that a medical condition was treated. In the absence of acceptable documentation a grade of **0** will be assigned for the second and subsequent missed tests. Makeup tests will be administered at any time during the semester at the discretion of the instructor if a second test is missed.

Late for a test

If you arrive late for a test you will be allowed to take the test. However, you must turn in the test paper at the regular scheduled end of the test. You will not be allowed extra time unless a documentable emergency has occurred (see above).

Late Assignments

Late assignments will not be accepted in absence of an on-going emergency.

Rounding up policy

I believe in rewarding students for improving over the semester. To that end, if your grades have improved consistently throughout the semester, I may round your grade up to reflect that improvement. **This will be done at my discretion only.** The best way to benefit from this policy is to show sustained or increasing effort throughout the duration of the course.

Honor system for distribution of tests

By registering for this class each student agrees that the tests are the intellectual property of the instructor, Angela Tringali, and may not be sold, reproduced, shared, or used for any purpose that would provide assistance to students in future classes.

University Resources

UCF offers students several resources including access to computers, writing assistance, and reference librarians. You may need to use all of these resources to succeed in this class.

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available.

University Writing Center

Colbourn 105

Satellite Locations: Main Library, Rosen Library & Online

407-823-2197

If you are not familiar with using the library or scientific databases, please ask for assistance from the library's personnel, take workshops provided by the library,

visit the library's website (<http://library.ucf.edu/>), or ask for assistance during my office hours.

If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

More About That Term Paper

Your term paper is an opportunity for you to demonstrate that you can synthesize concepts in conservation biology to solve problems and make management or conservation recommendations. It should be well-researched and well-written. Be sure to utilize the reference librarians and the writing center. Term papers should be double-spaced and between ten and fourteen pages, not including references. I expect you to use proper in text citations and include a literature cited page. Expect to cite around 20 sources, including primary literature, books, and government reports.

I strongly encourage you to use the program Mendeley, which is free and can be downloaded here: <http://www.mendeley.com/>. Mendeley will create an organized, and searchable database of your pdfs, allow you to annotate them, and has a plug in for word that will automatically insert your citations and create a literature cited page, and format those citations thousands of different ways. Your term paper should use the citation style of the journal Conservation Biology, which can be found here:

http://www.wiley.com/legacy/wileyblackwell/images/alltherules_7_VII_2009_2_2.pdf

This term paper will take a lot of work and you should pace yourself accordingly. Topics are due (submit to turnitin.com prior to class) on the 24th of February. By mid-March, you should have at least half of your sources. An annotated bibliography, where you write a brief summary of each source may be helpful for keeping you organized and on track. Drafts are due (submit to turnitin.com prior to class) on the 28th of March. Whether or not you submit a draft is entirely up to you, however **I strongly encourage you to do so**. I will provide comments on your draft so that you can make improvements on the final version. The opportunity to submit and improve your draft is solely for your benefit. The final, graded portion of your term paper is due Friday, the 18th of April.

Date	Topic	Reading
6-Jan	Introduction & Ch. 1	Ch. 1
8-Jan	Ch. 2: What is biodiversity?	Ch. 2
10-Jan	Discussion	Callicott 1990
13-Jan	Ch. 3: Species Diversity	Ch. 3
15-Jan	Discussion: ICUN Red List	Mace et al. 2008
17-Jan	Ch. 4: Ecosystem Diversity & 5: Genetic Diversity	Ch. 4 & 5
20-Jan	MLK - No classes	
22-Jan	Discussion: Hierarchy of Biodiversity	Noss 1990
24-Jan	Review & Finding, Reading, Citing Scientific Papers	
27-Jan	Exam Chs. 1-5	
29-Jan	Ch. 6: Mass Extinctions & Global Change	Ch. 6
31-Jan	Discussion: 6th Mass Extinction	Wake & Vredenburg 2008
3-Feb	Ch. 7: Extinction Processes	Ch. 7
5-Feb	Discussion: Extinction Synergies	Brooke et al. 2008
7-Feb	Ch. 8: Ecosystem Degradation & Loss	Ch. 8
10-Feb	Ch. 9: Overexploitation	Ch. 9
		Baum & Myers 2004, Pauly 1995
12-Feb	Discussion: Shifting Baselines	1995
14-Feb	Ch. 10: Invasive Exotics	Ch. 10
17-Feb	Review & Discussion: Invasional Meltdown	Simberloff & Von Holle 1999
19-Feb	Exam Chs. 6-10	
21-Feb	Case Study: Ivory-billed Woodpecker	
24-Feb	Term Paper Topics Due Ch. 11: Protecting Ecosystems	Ch. 11
26-Feb	Discussion: Biodiversity Hotspots	Myers et al. 2000
28-Feb	Ch. 12: Managing Ecosystems	Ch. 12
Spring Break		
Have fun, be safe, and don't forget about your term paper		
10-Mar	Ch. 13: Managing Populations	Ch. 13
12-Mar	Ch. 14: Zoos and Gardens	Ch. 14
14-Mar	Case Study: California Condor & Review	Skim Condor Recovery Plan
17-Mar	Exam Chs. 11-14	
19-Mar	Ch. 15: Social Factors	Ch. 15
21-Mar	Ch. 16: Economics	Ch. 16
24-Mar	Discussion: Tragedy of the Commons	Hardin 1968
26-Mar	Ch. 17: Politics and Action	Ch. 17
28-Mar	Term Paper Draft Due; Making a Poster	
31-Mar	Discussion or Guest Speaker	TBA
2-Apr	Discussion or Guest Speaker	TBA
4-Apr	Drafts Returned , Discussion or Guest Speaker	TBA
7-Apr	Discussion or Guest Speaker	TBA
9-Apr	Discussion or Guest Speaker	TBA

11-Apr	Poster Drafts Due: Discuss in Small Groups	bring printed draft (8.5x11)
14-Apr	Poster Presentations	
16-Apr	Discussion or Guest Speaker	TBA
18-Apr	Term Paper Due, Discussion or Guest Speaker	TBA
21-Apr	Last Day of Class: Recap & Review for Final	
25-Apr	Final Exam 7 am-9:50 am	