**Conservation Biology, BIOL 3470**

**Spring 2019, 3 Credits**

**Fulfills requirements for CEL, AS, & SUSL**

**Course Instructor** –Amy Sibul **TH 12:25-1:45**

**Email** [–amy.sibul@utah.edu](mailto:–amy.sibul@utah.edu) **JTB310**

**Phone** – 801-585-7472/(*text cell 801-891-2819 for emergencies*)

**Office Location** – Biol-086, basement of Main Biology Bldg

**Drop-in Office Hours** – Tues 2:00-2:45pm & Wed 1-2:00pm *(or make an appointment: I’m generally on campus Mon-Thurs 9:30-3:00)*

**Graduate Teaching Assistant**: Keaton Tremble, [keaton.tremble@utah.edu](mailto:keaton.tremble@utah.edu)

**Drop-in Office Hours & Study Session times:** Fri 9:30-10:30 am **Office Location:** LS-208

**Community Engaged Learning TA’s*:*** Sara Wiscombe, [sara.wiscombe@utah.edu](mailto:sara.wiscombe@utah.edu) ; Whitney Kenner, [whitney.kenner@utah.edu](mailto:whitney.kenner@utah.edu)

**Lab (Biol3485) Instructor:** Joshua Horns, Joshua.horns@utah.edu

**COURSE OVERVIEW**

This class will focus on the defining principles of ecology and conservation biology. We will explore the nature of rarity, how human impacts influence rarity in the natural world, and what actions we can take to reduce or reverse the negative impacts. The class will discuss current conservation management, monitoring, and research techniques, with a particular emphasis on population biology and species interactions. Students will get hands-on experience in applying conservation techniques and science communication by collaborating with conservation-oriented community partners working in the field: Hawkwatch International, Salt Lake County Open Space, and the Wasatch Front Mammal Study.

**EXPECTED LEARNING OUTCOMES**

**By the end of this course students should be able to:**

1. Define major principles, scales, patterns and research methods of conservation biology
2. Identify the major human threats to biodiversity, and what members of our community are doing to address those threats
3. Understand common methods for diminishing those impacts and restoring degraded populations and ecosystems, using real-world examples and community partners
4. Explain the defining processes in population biology, metapopulation dynamics, and interspecific interactions
5. Build skills for problem solving real-world conservation issues using interdisciplinary, integrative, and applied methods through collaboration with community partners.

**APPLIED SCIENCE ESSENTIAL LEARNING OUTCOMES**

This course meets the Applied Science General Education requirement. As such, I will require that you practice certain professional skills in addition to attaining the above described learning outcomes. These skills include collaborative teamwork and oral communication, both of which will be achieved during CEL work and a small-group research presentation.

**INSTRUCTOR-TA-STUDENT INTERFACE**

**CANVAS** will be the expected method of communicating outside of class lectures. Lecture slides, class assignments & announcements, dates of exams, community engaged learning opportunities, grades etc. will all be posted to CANVAS. You are expected to check the site regularly and stay up to date.

**COURSE TEXT -*****Required***

Primack & Sher. *An Introduction to Conservation Biology,* 2016.

This textbook is an excellent reference for class lectures. Assigned reading is required

and will complement the lecture material.

**INSTRUCTION METHODS**

This course will be taught using a variety of methods including lectures, group discussions, guest speaking, project site visits and community partner engagement. The expectation for the class atmosphere is one of reciprocity and open-mindedness. We will explore ideas from multiple points of view, including yours.

**CLASS POLICIES**

*Attendance & Participation:* Attendance is required for work with the community partners and in-class activities, and cannot be made up later (see dates below). It is not required for normal lectures, but strongly suggested. Those who attend class will understand the class material better and likely have higher exam scores. Exam questions will come from lectures, both by the instructor and guests, and student research presentations (for Exam 3).

*Cell Phones & Computers:* Feel free to use your laptop/tablet during class to view lecture slides and take notes. However, please do ***not*** feel free to surf the web, text your friends, or engage in behaviors that are generally considered rude during a class. All phones should be in silent mode during class.

*Cheating/Plagiarism:* Not tolerated. Considered academic misconduct. Standard U of U policy will be followed which can include a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate, community service, and a written statement of misconduct put into your student and professional record.

**COURSE GRADES: Exams & Assignments**

**Exams:** There will be 3 non-cumulative exams based on class lectures, guest lectures, & group presentations. Expect a mix of fill in the blank, true/false, multiple choice and short paragraph answers.

**Group CEL Project:** You will get hands-on experience in applying conservation biology skills by collaborating on a project with conservation-oriented community partners. You will be assigned to a group of ~4-5 students that will tackle one of these real-world projects for our community partners. *(More details on CEL Group Project handout).*

* Hawkwatch International: Kestrel nestbox monitoring for the American Kestrel Study
* Salt Lake County Open Space: Habitat Restoration “Wetland in a Box” Project
* NHMU, Zooniverse, WildUtah and UofU Conbio Lab: Wasatch Front Mammal Population Study
* Beekeeper’s Association at the UofU: Installation of a campus Pollinator Education Garden

**Group CEL Research Project:** In addition to the hands-on CEL project work, your assigned group will conduct a background research project related to your CEL work, and develop a 10-minute oral presentation and slideshow to present to class. Topics will be assigned to each group after CEL projects are determined during the second week of class.

**Community Engaged Learning Days & Reflection Discussions:** You will participate in two in-class CEL workdays, three in-class community partner lectures, one field site visit, and one reflection discussion in addition to the project described above. Graded on attendance. See calendar below.

**Evaluation Methods & Criteria: *600 possible points: 300 from Exams & 300 from CEL.***

**Exams *300 points possible*.**

*I****n-Class Exams:*** *300 possible points for 2 best grades out of 3. Each exam is worth 150 pts.* I will automatically drop the worst of your 3 exam grades. There will be NO MAKEUP exams. If you are absent, for any reason, on exam day, that zero automatically becomes your dropped grade. **Dates:**  **Feb 7, Mar 7, Apr 18**

**CEL Project: 150 points. Two main components: 1) working directly with the community partner; and 2) literature research project and presentation.**

1. As a group, you will plan, develop, and implement your CEL work throughout the course of the semester, per your community partner’s expectations. You will submit a 3-4 page final report detailing your work and connecting it to broader conservation biology topics. In addition to the 3-4 pages of text, you will submit a time log of each team member’s time spent on the project. You must also include at least 3 pictures of your team conducting the CEL work.

**Grading:** 2 components: 1) quality of final report, ***50 points***; and 2) Peer review, ***25 points.*** Final Reports are due on the final exam date, uploaded to canvas no later than Thursday April 25, midnight.

1. Your group will also be assigned a topical question related to your CEL work. Your group will conduct research, both in the library and online, and you will present the results of your research to the class in a 10-minute powerpoint presentation. **DATES: April 9 & 11.**

**Grading**: 2 components: 1) quality of presentation, ***50 points*** and 2) Peer review, ***25 points,*** due April 11. The quality of your presentation includes the following components: professional use of powerpoint, depth and accuracy of content, works cited, & connectivity to broader conservation biology issues.

**CEL Group Work & Reflection days:** **25 points each**. Two group workdays **Dates: Jan 22 & Mar 21.** Your group will have the class time to work on your project and/or research presentation*.*

The last day of class will include a reflection discussion. You will be asked to reflect on the successes and weaknesses of your CEL project, and contemplate your future contributions to community work and conservation biology. *Attendance is mandatory and you cannot make up these points.* **Date: Tues Apr 23**

**CEL ATTENDANCE DAYS: 25 points each**

* There will be 3 guest lectures where your attendance is required, and one field visit to the Red Butte Garden Open Space OR Pollinator Garden. These are opportunities to interact with professionals working in the field of conservation biology, doing work similar to your CEL work. **Dates: Jan 10, Jan 17, Feb 14, and Apr 16** Notice there are 4 days…you will only be graded on 3 days (you get a freebie….use it wisely! There will be no makeups for absences).

**Extra Credit CEL Activity: The City Nature Challenge with The Natural History Museum Of Utah (NHMU)**

The NHMU heads up Salt Lake City’s participation in the annual City Nature Challenge, an effort to connect communities to citizen science efforts. The annual multi-day event also adds significant quantities of species presence/absence data to a national database. This year’s challenge takes place April 26-29 and all you need is a smartphone with the iNaturalist app loaded onto it. Find an open space near you and start collecting data with the app. Upload at least 25 observations and you will receive **15 extra credit points**, as well as the sincere gratitude of the NHMU staff, and the scientists using the national database for their research! If your species ID is up to snuff, you could also identify 25 previously recorded observations instead of uploading new observations. (*Talk to Amy about this option if you’re qualified).*

**CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Topic** | **Reading** | **Assignments** |
|  | | | |
| **Week 1**  T Jan 8  H Jan 10 | Syllabus review/ What is Conservation Biology & Biodiversity? (L1)  Community Partner Class Visit: Wasatch Front Mammal Study (Austin Green) & Natural Selection and Scales of Biodiversity(L2) | Chapter 1  Chapter 2 | **N/A**  **CEL Attendance** |
| **Week 2**  T Jan 15  H Jan 17 | Value of Biodiversity (L3)  Community Partner Class Visit: Supreet Gill/Blake Wellard, SLCo Open Space | Chapter 3  N/A | **Choose CEL project**  **CEL Attendance** |
| **Week 3**  T Jan 22  H Jan 24 | CEL Group Workday 1  The Nature of Rarity (L4) | N/A  Chapter 2 | **CEL Attendance** *In-class time for group projects*  **N/A** |
| **Week 4**  T Jan 29  H Jan 31 | Threats to Biodiversity (L5)  Extinction & Endangered Spp (L6) | Chapter 4  Chp 5 151-172 &  Chp 6 212-232 | **N/A**  **N/A** |
| **Week 5**  T Feb 5  H Feb 7 | Population Dynamics (L7)  **Exam 1** | Chp 5 172-184 | **N/A**  **Exam** |
| **Week 6**  T Feb 12  H Feb 14 | Exam Review/Applied Population Biology (L8)  Community Partner Class Visit: Hawkwatch International | Chp 6 194-211 | **N/A**  **CEL Attendance** |
| **Week 7**  T Feb 19  H Feb 21 | Invertebrate Conservation: Pollinators and Beyond (L9)  Biodiversity & Conservation in UT (L10) | N/A  N/A | **N/A**  **N/A** |
| **Week 8**  T Feb 26  H Feb 28 | Ex Situ conservation Techniques (L11)  Protecting Habitat (L12) | Chapter 7  Chapter 8 | **N/A**  **N/A** |
| **Week 9**  T Mar 5  H Mar 7 | Conservation Tools (L13)  **Exam 2** | N/A | **N/A**  **Exam** |
| **Week 10**  T Mar 12  H Mar 14 | **SPRING BREAK** |  |  |
| **Week 11**  T Mar 19  H Mar 21 | Exam Review/Ecosystem Conservation & Sustainable Development(L14)  Group Workday 2 | Chapter 11 | **N/A**  **CEL Attendance In-class time for group projects** |
| **Week 12**  T Mar 26  H Mar 28 | Restoration Ecology (L15)  Science Communication & discussing controversies (L16) | Chapter 10  “Battle for the Soul of Biodiversity” article | **N/A**  **N/A** |
| **Week 13**  T Apr 2  H Apr 4 | Guest lecture: Keaton Tremble, Impacts of Eutrophication on Biodiversity in the Midwest US  Guest lecture: Joshua Horns, The Merits of Citizen Science | <http://136.160.254.67/sites/default/files/pdfs/db_NandP.pdf>  *read publication at above link*  “Using Citizen Science” publication by J. Horns | **N/A**  **N/A** |
| **Week 14**  T Apr 9  H Apr 11 | **CEL Research Project Presentations**  **CEL Research Project Presentations** |  | **Class Pres**  **Class Pres** |
| **Week 15**  T Apr 16  H Apr 18 | Site Visit: RBG Restoration Meadow w/ Open Space Manager Neil Dombrowksi OR Pollinator Education Garden(& practice iNaturalist)  **Exam 3** |  | **CEL Attendance**  **Exam** |
| **Week 16**  T Apr 23 | Conservation Biology & the Future (L17)&CEL Reflection, final thoughts | Chapter 12 | **CEL Attendance** |
| **Final Exam scheduled for Thurs Apr 25.**  **No final exam, but you must upload your CEL Final Report to Canvas by the end of the day!** | | | |

***Note:  This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time so long as reasonable notice of the modification is provided to students. The instructor may also modify the General Course Outline at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.***

**Academic Conduct**  
In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty.  Acts of academic misconduct include cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating.  Suspected cases of academic misconduct are dealt with according to the rules found in the Student Code, University Policy 6-400(V): [http://www.regulations.utah.edu/academics/6-400.html.](https://www.umail.utah.edu/owa/redir.aspx?C=U96jWMlNbEaC4QeTKFqapnSplKgb2M8IhCOIHU4I-LjedWATxpDi8iA_8YVJdfmJCaqcw4-zf4w.&URL=http%3a%2f%2fwww.regulations.utah.edu%2facademics%2f6-400.html.)

**The Americans with Disabilities Act**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct.**

Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Names/Pronouns**

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty\_resources.php

**Campus Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at

www.wellness.utah.edu or 801-581-7776.

**Diversity / Inclusivity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for

you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. (Source: University of Iowa College of Education) Further examples of diversity statements: https://ctl.yale.edu/DiversityStatements

**Veterans Center**

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources:

http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**English Language Learners**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writingprogram.

utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

I have thoroughly read the entire syllabus for Spring 2019 Biol3470, Conservation Biology. I have asked for clarifications if needed, and I understand the course requirements and grading criteria.

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