Conservation Biology
ESRM/BIO 313  Fall Semester 2014

Dr. Clare Wormald Steele
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Office: Bell Tower 1191
Office Hours: M 12pm to 2pm (and by appointment)
Lectures & Labs: M & W 9am to 12:50pm in BT 1352 (& field locations)
Final Date: Monday 12/15 at 8:00am to 10:00am

Please note that parts of this syllabus are subject to change.

COURSE DESCRIPTION (from the CSUCI University Catalog)

This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course.

Three hours lecture, three hours laboratory per week.
Pre-requisite: BIOL 200  GE Category: none  $40 Lab Fee

COURSE MATERIALS

- Additional weekly readings are on CI Learn (in eReserves section)

COURSE OBJECTIVES

This is a survey course designed to give you the necessary background to begin to deal with the challenge of degraded ecological communities. We will be applying lessons and concepts from biology in order to stem this degradation with an eye to the realities of our time. While our discussions will take place primarily within a biological setting, I will endeavor to impart to you the importance of understanding the particular milieu (e.g. legal, bureaucratic, economic, etc.) within which a given management action needs be carried out. Conservation biologists are challenged to bring an effective, rigorous scientific approach into an often chaotic and charged arena. Even if you will not become a field ecologist or land manager, as a private citizen you will increasingly be called upon to evaluate such efforts and determine both public and private policy via ballot measures, membership in civic organizations, and which products and services you choose to support with your money.

LEARNING OUTCOMES: CONCEPTS

By the end of this course, you should understand and be able to clearly articulate:

- the major developments in the history of biological conservation (how we got here)
• why conservation efforts are needed (identify problems)
• the pros and cons of potential conservation alternatives (what our options are)
• the biological rationale behind given conservation efforts (why actions were taken)
• common inventory and monitoring approaches used to assess biological resources
• common conservation methodologies (how we typically conserve)
• policy, legal, and public opinion issues surrounding conservation efforts (our constraints)

LEARNING OUTCOMES: SKILLS

Conservation biology, like all professional fields, has its own grammar, terminology, and rhetoric. To interpret the primary literature and engage in meaningful discussions, you will need to familiarize yourself with this language. As we learn about the theory and practice of conserving our biological riches, we will simultaneously be developing and refining a variety of skills not confined to the conservation arena.

At the conclusion of our course you will be able to:
• evaluate scientific papers and popular press accounts of technical issues
• interpret general experimental designs
• interpret quantitative data in tabular and graphical forms
• have confidence in your own interpretations

You should also be able to demonstrate a marked improvement in your:
• technical writing
• note taking
• observations of natural landscapes

COURSE STRUCTURE

Our course will include classroom lectures, discussions, labs and field trips. We will head out into the field as much as possible during the semester. Wherever we are, we will be actively discussing conservation-related issues, this week’s readings, etc. This course will therefore emphasize participation, discussion, and intellectual exploration. Each day, you should be prepared to explore concepts and perspectives aggressively and not worry about saying the “wrong” thing.

We will also have the opportunity to meet several special guest stars who are all actively working in conservation related fields in southern California and I encourage you to ask them questions about both their current work and their career experiences.

LEARNING ASSUMPTIONS & EXPECTATIONS

• Each of you has the potential to succeed in this class. Your success in this class is our mutual goal!
Respect is one of the foundations of an environment conducive to learning. This class will have a positive and respectful learning environment. In class discussions, everyone should be courteous and respectful of others: disrespectful comments or behavior will not be tolerated. This includes silencing your cell phones, avoiding web surfing, etc.

One of the most important aspects of learning is being able to be an active listener. As you listen to your classmates, be attentive and supportive. Everyone has something valuable to contribute to our class and your success.

Our in class lectures and discussion will build from the readings so it is necessary that you complete all readings (save this first week) before the assigned date. We will not be able to discuss everything covered in the readings, but you will be responsible for the content.

Times are tough and we talk about a lot of potentially depressing subjects in this course. Despite this, we all need to stay positive. Humor and a wry take on things help your overall enjoyment, ability to focus, and comprehension.

I am always open to feedback as to how I can best meet your needs as a student. Please do not be afraid to make suggestions on how this course can be improved or adjusted.

You will attend all class sessions, arriving before the start of class.

**Lecture Notes & Active Learning**

I will post screencasts of most of my lectures in a “Lectures” folder in the course “Content” page on CI Learn within a day or two after a given lecture. I very rarely may post pdfs of some of my lecture slides to CI Learn. I have ceased posting my complete lecture notes ahead of class as this discouraged many students from taking their own notes. Active note taking greatly improves retention and comprehension of information. In a similar vein, I discourage you from reading with highlighters. Instead, please use a pencil, pen, or pdf markup tool to underline, or to comment. Reading with your pencil, pen, or markup tool encourages active reading: “three key points here almost identical to Chapter 5” is much better and easier to review than a series of fluorescent lines in the middle of a page.

Note taking is an essential skill, but one that appears to be on the way out in our Internet Age. I strongly encourage you to be an active note taker throughout our class. Following a lecture or lab session, I expect you to copy over or (re)type up those notes. This process amounts to a study session wherein you organize the information in a manner most helpful to you (not necessarily in the order in which I presented it). Lecture slides that are extremely definition-heavy or composed of complex graphs may posted as supplemental lecture notes. Please be advised that simply downloading lecture notes or podcasts is in no way a substitute for coming to class.

**A Brief Note on Professional Communication**

In your academic and future careers the ability to write and communicate in a clear, concise, and professional manner is a necessary skill. You can only improve with practice, and I seek to give you a lot of practice this semester. Please realize that anything submitted to me at any time must be free of any grammatical, formatting, or referencing errors. Submitting a well-written assignment tells me you care about the content and the way you present yourself. Poor writing creates a haze between you, your understanding of the material, and your audience.
Submitting anything (exam, lab write-up, etc.) that is poorly written simply cannot earn a high grade for that assignment. Submitting a well-written assignment is a clear signal to me that succeeding in this class is important to you. If you have any questions at all about what constitutes a well-written assignment, please do not hesitate to seek out help or advice from me, other faculty, the Writing Center in Broome Library, or your Elements of Technical Writing book. Please also see the Getting Help with Your Writing section below.

**Accepted Formats for Assignments**

The default format for submitting materials for this class is online submission of data and assignments through blackboard (CI Learn). It is important to label your files correctly so that when they are downloaded for grading, you get the credit you deserve. All submitted files will be labeled as follows: [Last Name]_[Assignment_Title]. For example: Steele_DiversityLab.xlsx. Only .doc or .docx, or .xls or .xlsx formatted files will be accepted for such submissions.

With some of our labs, I will pool your individual data with the rest of the class and then distribute the aggregate class data to everyone for the lab write-up. In such cases, I will ask you to download an Excel datasheet in the Labs section of CI Learn, populate it with your data, and then upload this new file to our CI Learn site. It is critical that you upload data by the stated deadline so that the class can proceed with the analysis.

The purpose of having deadlines for assignments is so that your progress and understanding of the lecture and lab material can be assessed, your time and effort is managed well throughout the semester and assignments don’t pile up towards the end of semester. **Late work will be assessed a 10% per day penalty.**

**Evaluation**

You will be graded on your participation, reading summaries, field trip/lab write-ups, research paper, and exams as follows:

- 20% Final Exam
- 15% Midterm Exam
- 10% Quizzes
- 20% Field Trips & Lab Write-Ups
- 5% Participation
- 5% Reading Summaries
- 20% Research Paper
- 5% Research Presentation

Grade Break Down: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F ≤ 59%

Please note that I use the “+” and “-” system (e.g. B- = 80-82%, B = 83–86%, B+ = 87-89, etc)

**Exams**

Your grade will be based on the components listed above. There will be 2 exams: 1 midterm and a final. The final will be cumulative. The exams will consist of short essay/short answer (one word to one or two paragraphs), true/false, multiple choice, and graphs or other figures. These exams will be designed to test your ability to synthesize information from lecture and think logically about the implications of this information. Answers will be graded on factual content, logic, and clarity. The exams will be based entirely on material covered during lecture,
labs and supplemental assigned research papers included to help you understand the material presented during lecture.

**QUIZZES**

Quizzes are unannounced, but we typically will have one per week. Quizzes function partly as a mini-review of concepts and partly as a motivator for you to not fall behind on readings and other class work. Each quiz should take no more than 5 to 10 minutes and will cover recent lecture, reading, and/or lab material with short answers, multiple choice, and/or fill-in-the-blank questions. Quizzes are usually given at the beginning of a lecture period and cannot be made up (even if you arrive in time for the actual lecture itself). Please arrive promptly for each class and do not run the risk of missing a quiz. I will drop one of your quiz scores (the lowest) before calculating your overall quiz grade for the course.

**FIELD TRIPS**

We will make several field trips over the course of the semester. These trips are designed to get you out into the field and show you as many ecological communities as possible, running the gamut from relatively “healthy” to highly impacted.

Whenever we are in the field please be sure to bring or wear:
- field notebook, pen, clipboard, and large rubber band
- camera (not necessary, but may help you remember info for your write-up)
- hat and/or sunscreen
- water bottle
- suitable clothing and shoes
- a big smile

While a camera is not necessary, please do feel free to bring one. Many students find taking pictures helps them remember various aspects of our trips or subsequently identify organisms. Attendance and enthusiastic participation in field trips will contribute towards your class participation grade.

**LAB WRITE-UPS**

You will be submitting field trip summaries/lab write-ups. Normally, I will give a set of specific questions to be answered in your write-up, but occasionally you will simply do a brief summary of the field site and our visit. In general, you will need to present your observations and provide a one-page discussion of any results, summarizing the important findings and trying to interpret them in the context of the overall exercise and course themes. Lab write-ups are typically due one week after the lab.

**READING SUMMARIES**

Reading scientific papers, agency reports, and even articles in the popular press can be quite difficult. You may get bogged down in the many details or controversies of a particular paper or you may skim too fast to capture the main points.

Writing a summary of a research paper can help you identify the main points and the thesis of the paper. The first time you read through one of our class readings, make a quick note of important points or ideas. Then read through again, trying to understand where these
points fit into the overall structure of the main ideas. Finally, you should be able to synthesize your new knowledge within the wider context of what you already know.

To assist with reading comprehension, five times during the semester you will turn in a two-paragraph summary of your impressions of a given week’s primary literature readings (i.e. the mandatory stuff on eReserve, not readings from our text book or readings in the “supplemental” folders within eReserves). You will not comment on every paper, but rather you will choose one mandatory eReserve reading that you find the most interesting from that week's list (although you do need to read all of them). Start your summary off with a clear, single sentence set apart from the rest of your summary that describes the central theme or conclusion of the piece. Whenever possible, state this as a hypothesis. End your paper with 2 to 3 bullet points highlighting a strength of the paper and 2 to 3 bullet points highlighting a weakness of the paper.

**EXAMPLE READING SUMMARY:**

**week reading assigned & date it is due**

Sophia Dolphin  
ESRM 313  
Week 4 Reading Summary  
October 22, 2010

**title of the paper**

Reading Summary for: *The Conservation Lesson of the Pinkerton Treaty*  
by N. Liebklin

**hypothesis**

Central H₀: The Pinkerton Treaty is an effective conservation agreement that will likely never be repeated.

**factual summary of paper**

In 1961, after the growing unease over the possible use of Goleck as a military base during the Cold War, the twelve countries laying potential claim to the land and surrounding ocean negotiated the so-called Pinkerton Treaty. Covering all areas south of latitude 9°S, the treaty, though brief, packs a heavy punch stating that Goleck and the entirety of its biological wealth shall only be used for peaceful purposes and benefit of Goleck citizens. The 14 articles of the treaty freeze all territorial claims of interested parties indefinitely; while, banning the importation of any toxic substances (i.e. radioactive waste). The treaty encourages freedom of scientific investigation of all participating states, but bans so-called bioprospecting from non-signatory nations.

I see the Pinkerton Treaty as proof that peaceful collective resource management agreements amongst deeply divided parties are possible. That said, I do have deep reservations about it. First and foremost; how can this be maintained, particularly given bioprospecting pressure from several Asian and European nations? If they were to lay claim to any Goleckian lands or break any articles regarding environmental protection, how unified would the response be? Secondly, while a clear Treaty violation, the recent rebel movement in the south’s inviting in commercial interests to fund their rebellion is going unchallenged. If this does play out I see the Goleckian people and biodiversity suffering greatly while Treaty partners wait around for their next annual meeting, doing little if anything.

I am also skeptical that such a treaty like this can only emerge from the depths of the Cold War. A recent article (J. Simms “What’s Africa Got To Do With It?” p. C4, *New York Times* 10-14-10) in the *New York Times* argued that biodiversity in this region of Africa actually decreased in the 1960’s and has been doing so ever since. By comparison, a new ASEC compact amongst Pacific Islander nations appears to be working much better than this Cold War relic. I found the argument that Pinkerton was unique and incredibly effective simply unfounded and so not believable.

**impressions, evaluations, and/or reactions**

**Good:**
- excellent descriptions of the forests of Goleck in the 1950’s
- succinct explanation of the conservation regulations
- powerful description of the Mkle-Membe Protected Area

**Bad:**
- didn’t support her argument with specifics
- very little post-1970’s data referenced
- ugly, hard to read figures with misleading y-axes

2 to 3 strengths & weaknesses of the overall paper
**Species Status Research Paper**

Species status reviews are comprehensive assessments of a species' biological status and its threats, are often necessary to gather information needed for species management and can be the basis for making determinations as to whether a species warrants listing under the Endangered Species Act (ESA). You will choose a species found in California from the list below that interests you and writing a species overview will allow you to get an in-depth feel for the challenges associated with protecting our biological heritage.

Your core writing assignment is a traditional research paper directed at a professional scientific audience (i.e. me). For most of us, writing clear and concise prose does not come easily. Recognizing this, we will progress through several discrete phases wherein you will be focusing and revising your paper. You may choose to focus the entirety of your paper on the single most pressing conservation issue related to your species or to focus on the overall palette of issues surrounding your organism. Whatever you choose you must summarize the natural history of the organism and describe the historic (>200 years ago), recent past (1900-2000), current (with the past decade), and future (50-100 years from now) abundance, distribution, and management of your species in California.

Based on previous experience, the following section headings for your paper are suggested, although you are by no means limited to this exact organization and are free to adapt your paper’s headings to the needs of your particular critter. Experience has shown using such section headers leads to clearer organization and a better-composed piece of writing overall.

- Abstract
- Introduction
- Natural History
- Abundance and Distribution (you may with to use separate subsections here: historic, recent past, current, and future)
- Conservation Challenges
- Summary or Conclusion

**Due Dates for Writing Assignments** (Note: most of these are guidelines to keep you on track throughout the semester. Firm deadlines are underlined).

- Choose your topic: Week 3 (Monday 9/8)
- Reference list (≥10 peer-reviewed): Week 6 (Monday 9/22)
- Outline: Week 7 (Monday 10/6)
- Introduction: Week 8 (Monday 10/13)
- 1st Complete Draft Research Paper (for student peer evaluation): Week 11 (Monday 11/3 - BRING 2 COPIES TO CLASS)
- Abstract: Week 12 (Monday 11/10)
- Final Complete Draft Research Paper: Week 14 (Monday 11/24)

Your research paper may well touch on much of the controversy over management of your species, but the emphasis must be on the biological issues involved. Research papers will be minimum 5 pages (12-point font, 1-inch margins, single-spaced), follow the citation format of the Journals of the Ecological Society of America (examples will be distributed later and are on CI Learn), and draw from primary literature as much as possible (using a minimum of 10 peer-reviewed papers). Tables and Figures are welcome and may even be necessary in some
contexts, but do not count towards your total page count (neither does your Abstract nor Literature Cited section). Please realize that by a “draft” of your research paper, I am referring to a complete and thorough version of your paper up to that point (proper formatting, complete Literature Cited section, etc.).

Candidate species for your research paper:

<table>
<thead>
<tr>
<th>white abalone</th>
<th>Louisiana crayfish</th>
<th>western diamondback rattlesnake</th>
</tr>
</thead>
<tbody>
<tr>
<td>red abalone</td>
<td>desert tortoise</td>
<td>El Segundo blue butterfly</td>
</tr>
<tr>
<td>California lobster</td>
<td>Humboldt squid</td>
<td>gypsy moth</td>
</tr>
<tr>
<td>blue whale</td>
<td>Red-Tailed Hawk</td>
<td>California sea lion</td>
</tr>
<tr>
<td>grizzly bear</td>
<td>Pacific tree frog</td>
<td>Pampas grass</td>
</tr>
<tr>
<td>black-tailed deer</td>
<td>northern pike</td>
<td></td>
</tr>
<tr>
<td>Joshua tree</td>
<td>American badger</td>
<td>blue gum (eucalyptus)</td>
</tr>
<tr>
<td>pronghorn</td>
<td>Chinese mitten crab</td>
<td></td>
</tr>
<tr>
<td>salt cedar</td>
<td>Common Raven</td>
<td>California redwood</td>
</tr>
<tr>
<td>Great Blue Heron</td>
<td>salt marsh bird’s beak</td>
<td></td>
</tr>
<tr>
<td>Brown Pelican</td>
<td>Pismo clam</td>
<td>Devil’s Hole pupfish</td>
</tr>
<tr>
<td>ring tailed cat</td>
<td>Erodium cicutarium</td>
<td></td>
</tr>
<tr>
<td>coyote</td>
<td>common earthworm</td>
<td>quagga mussel</td>
</tr>
<tr>
<td>black oak</td>
<td>bighorn sheep</td>
<td>vernal pool fairy shrimp</td>
</tr>
<tr>
<td>purple urchin</td>
<td>Sargassum muticum</td>
<td>Lithopoma gibberosa</td>
</tr>
<tr>
<td>Garibaldi</td>
<td>Argentine ant</td>
<td>California Gnatcatcher</td>
</tr>
<tr>
<td>chamise</td>
<td>quaking Aspen</td>
<td>Brazilian pepper tree</td>
</tr>
<tr>
<td>California poppy</td>
<td>Pacific sardine</td>
<td>Batillaria attramentaria</td>
</tr>
<tr>
<td>island fox</td>
<td>western ringneck snake</td>
<td></td>
</tr>
<tr>
<td>Norway rat</td>
<td>western pond turtle</td>
<td></td>
</tr>
<tr>
<td>giant kelp</td>
<td>Andrena submoesta</td>
<td>California freshwater shrimp</td>
</tr>
<tr>
<td>bobcat</td>
<td>Coast live oak</td>
<td>valley elderberry longhorn beetle</td>
</tr>
<tr>
<td>California sea otter</td>
<td>Pacific cordgrass</td>
<td>sandy beach tiger beetle</td>
</tr>
<tr>
<td>Springville Clarkia</td>
<td>Western mastiff bat</td>
<td>Santa Ana River woolly-star</td>
</tr>
</tbody>
</table>

**Getting Help with Your Writing**

Writing is an essential skill and the structure and deadlines included in the species profile assignment are designed to give you ample opportunities to improve with each draft. It is always helpful to have multiple reviewers look over your work and give you their input. I strongly encourage you to have your roommate, sister, friend, or whomever look over your drafts. There is absolutely nothing wrong with this and indeed is the exact same thing I and other scientists do when we write our scientific papers.

Another venue for getting feedback here on campus is the CSUCI Writing Center. You may drop in anytime to the Writing Center (Broom Library, 2nd Floor north) for feedback on one of your drafts. If possible, I suggest making an appointment ahead of time with the Writing Center switchboard (x8409) or via e-mail (Writing.Tutors@csuci.edu). You are strongly encouraged to visit the Writing Center to review a draft of your paper either before or after our in-class “peer review”.

Finally, the new **CSU Channel Islands Campus Writing Guide** has program specific guidelines designed to help you with your writing. It is available for download as a pdf on CI Learn under the course “information” page.
Species Profile Research Presentation

To share the knowledge you have learned about your profile species, you will give a short (~7 min) presentation to the class using a powerpoint or multi-media format. This brief presentation will be designed to summarize the important biological and management issues for a non-specialist audience.

Cheating, Plagiarism, and Other Forms of Academic Dishonesty

All work that you submit as your own work must, in fact, be your own work. For example, if your paper presents the ideas of others, you must clearly indicate this by citing the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc. – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be your own work, not copied or taken from other students’ work, and you must comply with instructions regarding use of books, notes, and other materials.

In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course and expulsion.

Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper use of quotations and referencing. The grade of “F” will remain the recorded grade on that assignment. Plagiarism or cheating on exams will result in an “F” on that exam, very likely resulting in a lower or possibly a failing final grade in the course overall. In cases where I have reason to believe the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course.

Please consult with me on when and how to document sources if you have any possible questions about what might constitute an act of plagiarism or cheating.

Disability Statement:

I am committed to equal educational opportunities for all of my students. Students with disabilities will receive reasonable accommodation for learning and evaluation. CSUCI’s Disability Resource Programs exist to help disabled students realize their academic and personal potential. Students with disabilities requesting accommodation should make requests to Disability Resource Programs, Bell Tower 1541, (805) 437-3331. All requests for accommodations require advance notice to avoid a delay in services. Please discuss approved accommodations with faculty. Anyone interested in being a note taker for Disability Resource Programs for this or any other class should feel free to contact DRP.

How to Do Well in This Course:

Focus on learning, not on your grade. Make sure you complete all of our assignments on time and do a thorough job. If you interact with the material and complete the course assignments, you should easily be able to pass this class. If you focus on cramming for quizzes or exams, you will miss out on most of what you are here for. This course should be fun and rewarding. Although it needs to be taken seriously and responsibly, this course should not create undue stress and anxiety. If you are having trouble with the assignments, not doing well on the exams, or having any other problems, please talk to me after class or in my office hours.

Please note that parts of this syllabus are subject to change
**SANTA ROSA ISLAND UNDERGRADUATE RESEARCH STATION VISIT**

*The Fall 2014 Conservation Biology class has been awarded a transportation grant to cover costs for a class trip to Channel Island’s Santa Rosa Island Undergraduate Research Station. This island provides an amazing living classroom to explore many of the principles of conservation biology.*

The island provides unparalleled illustrations of many of the topics that we learn about throughout the semester, and your understanding of the material will be greatly enhanced by seeing these principles ‘in action’. Discussions and field exercises that will be conducted during our visit to the research station align with many of our existing class modules, including the following: Biodiversity; Landscape Ecology; Island Biogeography; Invasive Species; Protected Areas and MPAs; Monitoring and Mitigation; Species and Ecosystem Management.

In addition to curricular enhancement, we will be continuing our mainland field studies of sandy beaches and intertidal communities that will contribute to increasing our understanding of this frequently undervalued ecosystem.

The University will cover the cost of transportation by boat from Ventura harbor and two nights in dorm-style accommodation at the research station bunkhouse. We will be bringing research materials for our studies with us. You will need to cover your own food costs while on the island. More details will be provided nearer the time.

**Proposed on island activities**

10/25/14 (Sat) Travel to Santa Rosa Island via Island Packers Transportation
Cherry Canyon Hike & Island Conservation History Discussion

10/26/14 (Sun) Sandy Beach Infauna and Bird Surveys on Water Canyon and Pier Beaches

10/27/14 (Mon) Torrey Pines Hike and Island Species Discussion
Return from Santa Rosa Island via Island Packers Transportation

*I expect that everyone will find this trip to be a wonderfully fun, energetic and educational experience. Attendance on this class trip is mandatory and will be reflected in your assignments and participation grades.*

*The schedule for our visit is constrained by the boat schedule and research station availability. Our Monday return date will be partly covered by the morning’s scheduled Cons Bio class, but it is your responsibility to obtain the permission of the professor of any classes that you might miss on Monday afternoon.*
On Biodiversity:

Living wild species are like a library of books still unread. Our heedless destruction of them is akin to burning the library without ever having read its books.  
- John Dingell, Balancing on the Brink of Extinction: The Endangered Species Act and Lessons for the Future

We should preserve every scrap of biodiversity as priceless while we learn to use it and come to understand what it means to humanity.  
- E. O. Wilson, The Diversity of Life

Dr. Wormald Steele’s Conservation Biology Course

ESRM/BIOL 313

I have read our syllabus and now know what to expect from this class, both in terms of the general layout of our course and desired learning outcomes. In particular I am aware of the heavy workload this class requires each and every week. I am aware that it is my responsibility to keep up with all assigned reading and submit all my assignments by their deadlines. Missing deadlines, poor writing, or not keeping up with our readings will harm both my assignment grades and my overall performance in our course. I also understand that studying in groups, frequently reviewing past material, reviewing our lecture podcasts, and copying over/revising my notes is a great way to improve my grade and (more importantly) boost my comprehension of the concepts and facts of conservation.

Name (please print neatly): ___________________________________________

Signature: __________________________________________________________

Today’s Date: ______________________________________________________