NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

FW 583
SPECIES RECOVERY PLANNING AND RESTORATION

COURSE CREDITS:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
FW 563 and FW 573 or equivalent course work recommended

COURSE DESCRIPTION FROM CATALOG
FW 583. SPECIES RECOVERY PLANNING AND RESTORATION (3).
The importance of communication in science is stressed and a broad knowledge of endangered species-related information is provided. Students develop the ability to critically evaluate published information in scientific literature and to present and summarize it as part of the collaborative species recovery planning process with a varied audience of stakeholders. PREREQS: FW 563 and FW 573 or equivalent course work recommended.

CONTACT INFORMATION:
Senior Instructor: Nicole Duplaix, nicole.duplaix@oregonstate.edu

• Contacting the instructor — Students are encouraged to e-mail the instructor at any time if they are experiencing problems with the course material. E-mails will be answered within 48 hours. Announcements will also be posted in Blackboard. Students on the OSU campus may make an appointment to see the instructor if necessary.

Students in this course will be expected to participate in approximately 100-110 hours of readings in Blackboard, weekly assignments and Discussion Forums.

Graduate students for whom the course is intended: This course is intended for graduate students with some formal academic background in ecology, wildlife biology, fish biology and aquatic science, as well as students from other programs with strong interests or practical experience in these areas. Students are recommended to complete FW 563: Wildlife Conservation Biology or FW 573: Fish
Ecology and Conservation or other courses that include Conservation Biology and an introduction to species recovery planning before taking this course.

For accuracy, please check the ECampus Schedule of Classes to see the most current information for the instructor of this course each term. You can also search for instructor contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Textbooks, lab manuals, etc.; indicate if required or optional.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the course information in the ECampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

1. Examine the theories behind the main tenets of Species Conservation Planning, Species Recovery and Species Re-Introductions
2. Explore the concepts of biodiversity loss and recovery strategies on international and regional levels, both past and present
3. Describe the current methods and techniques involved in each step of the Species Recovery process, from habitat assessment, to criteria planning, to stakeholder outreach and participation.
4. Relate the science of Species Recovery Planning to other components of Conservation Management (economics, philosophy, regulatory aspects, international legislation, stakeholder issues)
5. Provide both a global and regional overview of the expanding field of applied Species Recovery Planning

COURSE CONTENT AND POLICIES:

This course stresses the importance of communication in science and provides a broad knowledge of endangered species-related information and available resources. Students will develop their ability to critically evaluate published information in the scientific literature and to present and summarize it as part of the collaborative species recovery planning process with a varied audience of stakeholders. They will be able to present their species status evaluations in summary reports and write independent scientific findings.
This course is delivered via Blackboard, your online learning community, where you will interact with your classmates and with me, your instructor. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the [Ecampus Course Demo](http://ecampus.oregonstate.edu/services/technical-help.htm). For technical assistance, Blackboard and otherwise, see [http://ecampus.oregonstate.edu/services/technical-help.htm](http://ecampus.oregonstate.edu/services/technical-help.htm)

**Term papers:** One final paper submitted in Week 9.

**Testing:** No exam or quizzes.

**Week-By-Week Syllabus:**

- **Week 1** Introduction: What is Species Conservation Planning and Restoration?
- **Week 2** IUCN Red List versus the Endangered Species Act 1973
- **Week 3** In situ and ex situ Conservation Breeding Programs
- **Week 4** The science and politics of re-introductions and post-recovery problems
- **Week 5** Restoration success and failures
- **Week 6** The Human Element: Dilemmas, trade-offs and team Work
- **Week 7** The economics of species and ecosystem management
- **Week 8** Strategies for overcoming adversities
- **Week 9** Implementing Species Recovery Plans: Key factors, key players
- **Week 10** Making species restoration a success story

**Student deliverables and grading:**

1. One PowerPoint presentation per student on an endangered species chosen from a list. 20% of total grade.
2. Each student evaluates the week’s PowerPoint presentation(s) of other students. 10%
3. Create an educational sign, brochure, or Public Service Announcement (PSA) on a given endangered species. 10%
4. Term paper: Prognosis for an endangered species based on bio-assessment, public outreach, recovery/management plan, genetics component, climate factors, disease, and habitat conservation. Chosen from a list of topics. 20%
5. Weekly online or in class discussions on a given topic and readings. 40%

**Communications:**

**Ground Rules for Online Communication & Participation:**

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
• Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
• **Online Instructor Response Policy**: I will check email frequently and will respond to course-related questions within 48 hours.
• **Observation of "Netiquette"**: All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  o writing online: [http://goto.intwg.com/](http://goto.intwg.com/)
• Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

**Guidelines for a productive and effective online classroom:**

• The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
• Participate actively in the discussions, having completed the readings and thought about the issues.
• Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
• Think through and reread your comments before you post them.
• Assume the best of others in the class and expect the best from them.
• Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
• Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
• Be open to be challenged or confronted on your ideas or prejudices.

**EVALUATION OF STUDENT PERFORMANCE:**

This course is evaluated on four criteria: one PowerPoint presentation on a given topic, weekly reviews of presentations given by other students, submission of one final term paper and on the level of active participation in weekly forums. There are no proctored exams.

**STATEMENT REGARDING STUDENTS WITH DISABILITIES**

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate
accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty
TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.