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. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

FW 251
Principles of Fish and Wildlife Conservation – 3 credits

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

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
Recommend one course in introductory biology.

COURSE DESCRIPTION:

FW 251. PRINCIPLES OF FISH AND WILDLIFE CONSERVATION (3).
History of conservation and natural resource use; ecological principles, and social and economic limitations of conservation; principles and practices of wildlife and fisheries management; role of research in management.

CONTACT INFORMATION:
Instructor: Tiffany Garcia
For more information, contact: BRUCE DUGGER, NASH 166, 541-737-2465.

LEARNING RESOURCES:
Several readings will be assigned for each module and posted on Canvas in the appropriate module folder. The type and quantity of reading will vary each week. The only exception is...
that you will be required to read one chapter from the book *Salmon Without Rivers* each week for the entirety of the course. This book is a **REQUIRED TEXT** and can be purchased at the OSU Bookstore or online. Here is a short synopsis of this reading:


Reading *Salmon Without Rivers* accomplishes three objectives: 1) SWR provides an opportunity to study one conservation issue in depth over the course of the term; 2) it provides an example of the scientific, social, cultural, and economic complexities that often characterize fish and wildlife conservation issues; and 3) it provides a historical context for understanding modern conservation and management in the Pacific Northwest.

**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:**

**COURSE OBJECTIVES**
- Introduce the basic scientific principles underlying the management and conservation of fish and wildlife.
- Start to develop a vocabulary related to wildlife and fish ecology.
- Introduce the legal, social, cultural, and political institutions that affect wildlife conservation and management.
- Understand how scientific knowledge and research are used in the conservation and management of our natural resources.

**LEARNING OUTCOMES**
- Effectively connect human dimension aspects with ecological principles when evaluating natural resource concerns.
- Understand the challenges associated with managing wildlife and fisheries populations.
- Recognize the constraints in applying ecological concepts to real-world scenarios.
- Assess attempts at ecosystem valuation, community and landscape management, and the long-term impacts of human activities.

**COURSE CONTENT AND POLICIES:**

**I. Social and political aspects of wildlife conservation and management**

**MODULE 1**

History of fisheries and wildlife conservation in US
MODULE 2
  Human Attitudes – Values & Philosophy

MODULE 3
  Economics of Wildlife and Fish Conservation
  Overabundant Wildlife

II. Scientific principles of wildlife management

MODULE 4
  Ecological Principles
  Evolutionary Biology

MODULE 5
  Population Dynamics

MODULE 6
  Endangered Species
  Conservation Biology

MODULE 7
  Exotic Species
  Disease Ecology

III. Scientific principles of ecosystem management

MODULE 8
  Principles of Fish and Wildlife Harvest Management

MODULE 9
  Ecosystem Management
  Landscape Ecology

MODULE 10
  Marine Systems
  Agricultural Ecosystems

EVALUATION OF STUDENT PERFORMANCE:

Weekly Modules
This course is designed to incorporate multiple learning styles and outcomes by using a module format, and is broken up into 10 weekly modules. Each module will consist of one or two PowerPoint lectures that give a detailed overview of that week's topic(s), and several reading assignments. Access to the weekly modules will be given to the class on the Monday of that week at 9 AM. Various other education formats may also be included in a module, such as podcasts or external links to additional online material.

Discussion Board Participation
After reviewing the reading and module learning material, everyone must participate in interactive, weekly discussions that will take place in the discussion board of Canvas. A new topic will be posted on the discussion board every Monday at 9 AM, and you gather and synthesize information into thoughtful, well-developed comments. These interactive discussions are extremely important. They are open-ended by design and require you to think creatively and critically to answer the questions. There are many 'correct' answers, and effective communication of your response is just as important as the concepts you address.

Discussion Participation Rubric:
Each week, participation in the forum will be based on your level of interaction and involvement in discussion. You must submit your comments by Sunday at midnight in order to receive credit.
1 point - provided a response on another student's thread,
3 points - posted an original thread which thoughtfully addresses the discussion topic,
5 points - posted a thoughtful original thread AND provided a response on another thread.

Biweekly Quizzes
The five biweekly quizzes will incorporate true/false, multiple choice, short answer, and various other question styles. Quizzes will concentrate on the material in the modules being tested and any assigned readings, and course concepts and general processes will be cumulative throughout the course. All quizzes will be administered by Canvas and open for a specific amount of time. All quizzes will be made available by Monday at 9 AM of every other week (e.g. the week of Module 2, 4, 6, 8, and 10) and will close on Sunday by midnight. The time allowed for each quiz may change weekly, but will generally be 20 minutes. These quizzes must be completed without the use of online sources, notes, or any other course material; in other words, these are CLOSED-BOOK QUIZZES. You must submit the quiz within the allotted time (with a one minute buffer to account for Canvas processing delays) or 5 points will be deducted from your score.

Extra Credit
Scholarly journal articles based on fisheries and wildlife principles (selected by the instructor) will be made available on Canvas in the Extra Credit tab. The purpose of this optional extra credit assignment is to familiarize students with the format of scientific literature and to assess reading comprehension by requiring a synthesized summary of key objectives and results from the study. For each article you read and summarize, you will obtain up to 5 points. You may complete up to two article summaries, with the opportunity to obtain up to 10 points of extra credit during the term. Five articles will be posted from which you can choose to summarize. Summaries must be between 300 and 350 words and must include a proper citation (in the formatting style of your choice). Submit your summaries through the Extra Credit tab in Canvas by midnight on August 30. Points may be deducted for:
• Missing key points from the article. Do not focus too heavily on methods, and make sure you point out the take home message from the article.
• Improper citation
• Failure to meet the word limit requirement
• * Remember to summarize in your own words (see Academic Misconduct below).

**GRADING**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>300 pts</td>
<td>Biweekly Module Quizzes (60pts each)</td>
</tr>
<tr>
<td>50 pts</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>350 pts</td>
<td>Total</td>
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</tbody>
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**Grading Scale:** Final grades will be based on straight percent of the total possible score. We will use the following scale:  
A 92-100; A- 90-91 B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C72-77; C- 70-71; D+ 68-69; D62-67; D- 60-61; F

**COURSE SITE LOGIN INFORMATION**

Information on how to login to your course site can be found HERE.

**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.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). 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.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**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.
  - COURSE DEMO
  - GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
  - Writing Center
STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” 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.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.