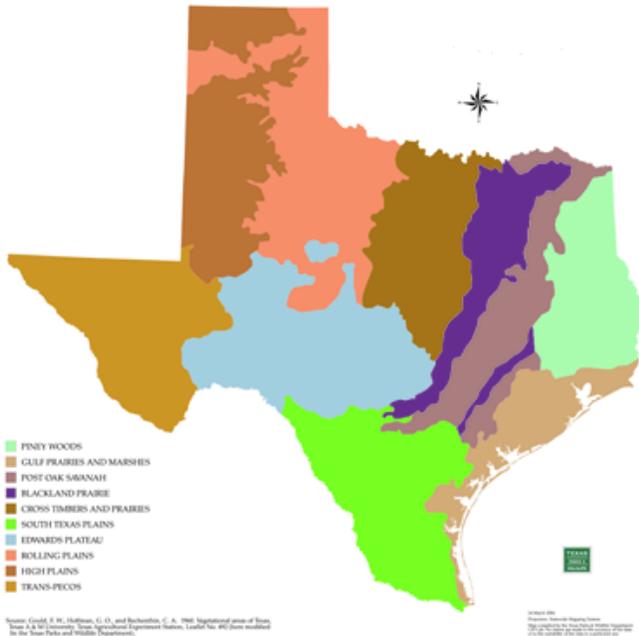


Conservation Biology - Texas Style
50-384 – also contributes to Environmental Studies
Fall 2021 - Dr. Romi Burks



Class time: Monday & Wednesday
11:00 AM - 12:15 PM, FJS 148
Office hours (FJS 212): 9:30 - 10:30 before
class; Tu/Th 11:30-12:30 or by appt
Contact info: burksr@southwestern.edu;
Twitter @ProfRomi; Call/Text:
512-869-8098

COURSE DESCRIPTION AND CONTEXT:
 We live in a world experiencing massive amounts of environmental change, including loss of species faster than we can name those newly discovered. Although only one species amidst millions, the rise of *Homo sapiens* undoubtedly created the biodiversity crisis we face now. Yet, as Diane Ackerman argues in *The Human Age*, we, as humans, threaten our own extinction but also commit “extraordinary acts of hope-filled creativity” in a race to save certain species.

Conservation Biology asks the questions about “how” and “why” we go about thinking of value and how we will address the mechanisms underlying biodiversity loss.

Conservation biology only started to come together as a synthetic area of study in the 1980s. The emphasis of this class will be on the biological implications of species loss in terms of structure and function across populations, communities and ecosystems. Furthermore, any course in conservation must account for human influence and consider how the social, economic and political landscape influences decision making about what aspects of biological diversity that we actually conserve. Ideally, this course involves critical analysis and discussion of both the conceptual and practical tools needed to minimize the global loss of biodiversity and decline in ecosystem services.

Many of us feel drawn to the field of conservation biology because we feel a strong concern for the current state of the planet. In the best way, such concern prompts scientific inquiry and the search for evidence that can be used to lobby for change and inform the process of conservation. However, when concern translates into emotional pleas, illogical arguments or personal agendas that appear counterintuitive to facilitate information, then such “feelings” undermine the effectiveness of conservation efforts and hamper our ability to make education decisions that cannot avoid trade-offs. A fine line separates conservation biology from environmentalism or activism. The goal of this course will focus on seeking knowledge that has a factual basis. To that end, students need to be aware of preconceived notions and critically evaluate the quality of data used to support particular management plans.

Texas-Style: Texas occupies nearly 7% of the land and water in the continental United States

and includes numerous geographical regions. Texas represents a crossroads where eastern and western habitats meet and where southern subtropical habitats meet northern temperate ones. Each of these regions includes numerous threatened and endangered species as well as nuisance, non-native invasive species. Every topic of conservation biology (land loss, overexploitation, overpopulation, climate change, etc...) takes place somewhere in Texas. We will use this class to highlight conservation practices across the ecoregions which include the Piney Woods, the Gulf Prairies and marshes, the Post Oak Savannah, the Blackland Prairies, the Cross Timbers, the South Texas Plains, the Edwards Plateau, the Rolling Plains, the High Plains, and the Trans-Pecos.

Each student will focus on one ecoregion for the duration of the class and use it as a base for an exploration of the multi-faceted nature of conservation biology. More information about the ecoregions starts here:

<https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/texas-ecoregions>

Required texts:

1. An Introduction to Conservation Biology

Sher, Anna A., Primack, Richard B.

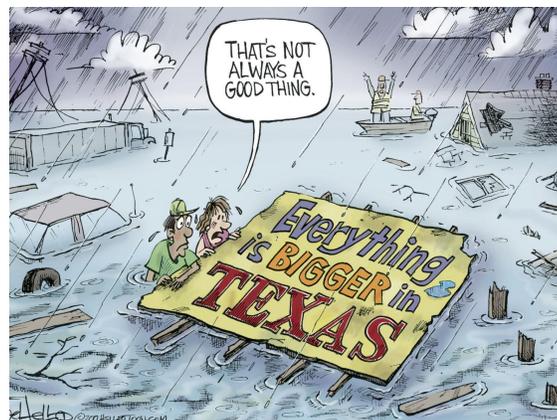
ISBN 10: 1605358975 / ISBN 13: 9781605358970

Published by Sinauer Associates is an imprint of Oxford University Press, 2019

2. Wild Hope : On the Front Lines of Conservation Success

Andrew Balmford ISBN 10: 0226035972 ISBN 13: 9780226035970

Published by University of Chicago Press, 2012



CONSERVATION BIOLOGY COURSE STUDENT LEARNING OBJECTIVES:

Throughout this course, students will:

CONTENT:

1. **Explain** what the term biodiversity encompasses and the applied charge behind conservation biology;
2. **Discover** the scientific evidence that shows global changes in Earth's biodiversity;
3. **Describe** the social, political and economic landscape that shapes conservation biology;
4. **Connect** the dots between biodiversity loss and alteration of ecosystem services;
5. **Identify** and advocate for best management practices to reduce global biodiversity loss;

SKILLS:

6. **Synthesize** course material in an organized fashion that helps foster contributions to class discussion;
7. **Communicate** effectively the importance to biodiversity to the mainstream public;
8. **Research** an ecoregion to bolster public understanding of a conservation case;;
9. **Reflect** and determine the most compelling reasons for their own advocacy behind conservation biology; AND
10. **Improve** their critical analysis of both primary literature as well as mainstream sources.

COURSE WORKS IN CONCERT WITH BIOLOGY'S STUDENT LEARNING OBJECTIVES:

1. Understand & apply knowledge & concepts about functioning of living systems;
2. Accurately and thoughtfully identify, evaluate and critique research and research literature on biological phenomena;
3. Communicate clearly, accurately and in appropriate styles about biological phenomena and research orally, in writing and graphically;
4. Apply quantitative reasoning and methods to biological problems.

Letter Conversions:

A+ = 97.5% - 100% = 487.5 - 500
 A = 92.5% and up = 462.5-487
 A- = 89.5% and up = 447.5 - 462
 C+ = 77.5% and up = 387.5 - 397
 C = 72.5% and up=362.5-387
 C- = 69.5% and up = 347.5 - 362

B+ = 87.5% and up = 437.5 - 447
 B = 82.5% and up = 412.5-437
 B- = 79.5% and up = 397.5 - 412
 D+ = 67.5% and up = 337.5 - 347
 D = 62.5% and up = 312.5-337
 D- = 60% and up = 300 - 312
 F = below 300

Note - This class will not have traditional quizzes or exams. Instead, we will focus the class period on coming up with critical questions that students will answer weekly after we cover the material. The expectation remains that students will read the material from the textbook to engage in class discussions.

COURSE COMPONENTS: Green shade = Course materials; Blue = TX Case Study Focus

	Component	Eval	Expectations	Pts	#	Total Pts	%
1	Weekly Questions	Self	Complete 1 of 2 questions from chapters. 500 words max. Top 10 count - up to 5 extra submissions permitted. Think of it as a short weekly essay exam question.	10	10	100	20
2	PL Abstracts	Self or Pair	Complete 2 PL abstract analyses of ecoregions papers chosen by peers. Participate in Discussion.	25	2	50	10
3	Individual Success (completion)	Self	Do an engaging flash talk (3 minutes) profiling a success story of student's choosing	50	1	50	10
4	Ecoregion 5 Options	Self	Describe the basics of your ecoregion and five possible options for a detailed case study	25	1	25	5
5	Annotated Biblio (AB)	Self	Provide justification for case study of choice and five references	50	1	50	10
6	Primary Literature	Self	Choice one of the papers from AB to share with class	50	1	50	10
7	GIS Map (completion grade)	Self	Create a map using GIS that can be incorporated in your poster	25	1	25	5
8	Poster	Self	Create and present a poster highlighting your Texas ecoregion's case study	75	1	75	15
9	Management Plan	Self	Write an Executive Summary of a management plan for case study	75	1	75	15

SOME DETAILS ON COURSE COMPONENTS (refer to Moodle and other specific Rubrics):**1. Weekly Questions 10 x 10 pts**

For each chapter, we will work in class to draft a couple of "essay exam prompts" that ask clear, insightful, thought-provoking questions from different sections of the text, yet tie together general concepts in conservation biology. An answer to one of the two questions from the previous week will be due the following week and will provide a connection to the ideas included in the next chapter. Students can use the notes and/or the textbook but should write only in their words. A 500-word limit exists for each question and successful answers likely require a minimum of 450 words. Students can submit up to a maximum of 15 questions and the top 10 will count towards the class grade.

Examples:

1. Compare and contrast the utility of using the term "conservation biology" versus "conservation science" (Ch. 1) and then discuss how it affects our understanding of the term "biodiversity" (Ch. 2).
2. Using a specific example, describe how one might quantify different levels of biodiversity (Ch. 2) found across a habitat and then assign a particular value (Ch. 3) to each level.

Grading (5 pts for solid effort; remaining 5 points on quality):

9.5 - 10 = Well done; answered question; made connection;

8-9 = Reasonable success but lacked detail and/or clarity in statements and/or connections to new material.

6-7 = Provides minimal answer to question or includes incorrect information; Missed sufficient connection to new material.

Below 5 = zero; Not enough effort made to warrant review or feedback

2. PL Abstracts 2 x 25 points

Each member of the class will present a paper about their case study during the semester. All other students should read the paper and at least two students will read and analyze the primary literature paper associated with Conservation Biology. Students can submit an additional abstract analysis and the top two scores will count.

1st STEP: Cover up the abstract and title of the paper. Only read the main sections.

2nd STEP: Write an abstract for the paper as if you were the author. In other words, you are to write what you think should be in the abstract from the paper. Actual statistics are not necessary; include significant results but stick to trends. Consider the five components to a quality abstract (context, question, methods, results and implications).

3rd STEP: At the end of the abstract, suggest a title for the paper with a justification.

4th STEP: After you have written your abstract, read the actual one and make a few key notes on 1) what you included in the abstract versus the actual authors; 2) main strength and weakness of each abstract; and 3) the writing style of each abstract.

5th STEP: Write an ABT about the paper.

6th STEP: Include two quality (in terms of depth) questions for class discussion.

7th STEP: Include a correct complete citation at the end of the assignment.

Abstract Exercise Evaluation:

1. Choice of Information Included in Abstract/Title	5 points
2. Compare/Contrast Content	5 points
3. Strengths/Weaknesses	5 points
4. ABT	2.5 points
5. Questions	2.5 points
6. Citation	2.5 points
7. Style/Grammar/Proofread	2.5 points

3. Individual Success

1 x 50 points

Studying Conservation Biology as a discipline could become a tad depressing. *Wild Hope* covers some major success stories, but lots of small "wins" occur in the world of conservation biology. To further combat that doom and gloom feeling, each person will present a "success story" that interests them. The qualifications for deeming the story a "success" should be identified (de-listing, reached set population size, raised X amount of money, etc...) as well as the elements that fostered the success (planning, awareness, legislature, etc...). These individual success stories will be presented to class at the beginning in the form of a 3 minute Flash talk.

For an example of a success story, see this article:

<http://www.smartbrief.com/s/2016/01/scientists-stop-deadly-fungus-majorcan-midwife-to-ads>

ASSIGNMENTS FOCUSED ON TEXAS ECOREGION CASE STUDY:

Students will engage in their Texas Ecoregion case study throughout the semester. To provide clear expectations, please refer to this guide:

<https://docs.google.com/document/d/1kbTNfUmSoTaK22qiY3pWXL7uLakiols9NBchOgtNTnk/edit?usp=sharing>

Ecoregions include the Piney Woods, the Gulf Prairies and marshes, the Post Oak Savannah, the Blackland Prairies, the Cross Timbers, the South Texas Plains, the Edwards Plateau, the Rolling Plains, the High Plains, and the Trans-Pecos.

4. Ecoregion 5 Options	25 points	Due: 9/8/21
5. Annotated Biblio (AB)	50 points	Due: 9/27/21
6. Primary Literature Presentation	50 points	Due: Variable
7. GIS Map	25 points (completion)	Due: 11/19/21
8. Poster	75 points	Due: 11/29/21
9. Management Plan	75 points	Due: 12/10/21

GENERAL POLICIES:

EMAIL: I will frequently email to remind you of deadlines or to clarify points from a lecture. Please check your e-mail daily. You may also receive emails from Moodle.

IMPORTANT DATES:

- **8/23 – First day of class**
- **9/6 - Labor Day - no class**
- **9/27 -- Last day to drop without record**
- **10/11 - Fall Break - no class**
- **11/1 - Last day to drop with W**
- **11/24 - Thanksgiving - no class**
- **12/10 - Final Exam Time - Management Plan Due**

HONOR CODE: All work in this course needs to adhere to the Honor Code, which the Student Handbook describes in detail. Please pay special attention to the discussion of plagiarism. I encourage group work and discussion among you all, but do independent work on your own (feel free to discuss the topic with classmates, etc., but when you sit down to write, you should do that on your own). You will also need to be careful with how you use your research sources—summarizing and/or paraphrasing an author's ideas requires citation. The Honor Pledge, which you will write on exams, quizzes, essays and other work you submit for grades for all of your coursework at Southwestern (unless otherwise indicated by your professor) is: **"I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."** For electronic assignments, students can put it in the header and initial. I consider myself a "hard-core" Honor Code Supporter. All course work is to be done independently unless otherwise noted. You should type in the Honor Code on electronic assignments or fill out the questions on quiz items.

Please write out and sign the honor pledge IN FULL. If you are unclear on the concept of plagiarism or cannot sign the honor code in good faith, please see Dr. Burks immediately. When in doubt, paraphrase and cite using Name and Year methods (Burks 2003). Any perceived impropriety will be discussed with the student and appropriate action pursued. I generally recommend course failure for any intentional, blatant deception.

ACCESSIBILITY, STUDENT SUCCESS & ACCOMMODATIONS: All of us learn in slightly different ways and I try to design my courses so that that multiple means of accessing class information, multiple ways to take part in class activities, and multiple avenues for being assessed on class work all exist. If circumstances occur that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have documented disabilities, please see paragraph below.

Southwestern University maintains a policy to make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director of Academic Success within the Center for Academic Success and Records (CASAR in the Prothro Center room 120; phone 863-1286). Students seeking accommodations should notify the Assistant Director of Academic Success at least two weeks before needed. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member. In addition, I urge any student who has any life difficulties (it happens, especially during pandemic times) and believes this may affect their performance to contact me and/or any director in the division of Student Life for support.

CLASSROOM COMMUNITY: Treat all class members with professionalism and respect. Be fully present in class (i.e.):

- Turn off and put away all cell phones, beepers, and laptops when you enter the classroom. Volumes of research shows that student academic success is greater when they do NOT use laptops, etc. in classes, but use paper and pen/pencil instead to take notes. If disability accommodations include your use of a laptop, please obtain the required approval forms and let me know.
- **Bring printed out copies of readings/notes or your writing when I specify you should do so.**
- Listen and participate when your peers lead discussions.
- Leave your other work outside our classroom. Do not aim to complete assignments for other classes. Engage in class discussion and activities.

WORKLOAD/ENGAGEMENT/ADVICE FOR SUCCESS: To do well in Conservation Biology, students will likely need to spend a minimum average of 7.5 hours per week attending class (2.5 hours) and reading and preparing for classroom discussion and activities (= 2.5 in class x 2-ish hrs out of class = ~5). Due to the integrated nature of the material, the reading expectations of this class may be described as heavy. In most cases, the 'heavier' readings days (textbook and quiz) will be on Mondays, providing more time to access the material. Wednesdays will be focused on Case Studies.

RELIGIOUS OBSERVANCES: Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of

observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, adhere to this policy to facilitate student absences due to cultural and religious observances.

- As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.
- The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements.
- Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

WRITING CENTER: An invaluable resource is the **Writing Center**; Writing Center staff are available to assist you in conceptualizing papers, in helping you create an outline, in reviewing drafts of your papers for the logic and coherence of your argument, the effectiveness of your evidence, etc... The Writing Center requires students to sign into an on-line system. You can do so here: mywco.com/dewc. Check out the website, which includes online writing resources, including some new additions!

WRITING EXPECTATIONS: Write all formal submitted assignments **in active voice**. For all work, take into consideration advice from the Biology Department's Writing Guide:

<http://www.southwestern.edu/live/files/4637-biology-department-writing-guide>

For citations, apply format from Conservation Biology & Ecology (see Burks Citation Guide on Moodle).

SINGLE AUTHOR

Gosner, K. L. 1960. A simplified table for staging anuran embryos and larvae with notes on identification. *Herpetologica* 16:183-190. **In-text citation:** Gosner (1960) **Or** (Gosner 1960).

TWO AUTHORS

Barron, J. N., and G. M. Andraso. 2001. The influence of fall foraging success on follicle number in the northern water snake, *Nerodia sipedon*. *Journal of Herpetology* 35:504-507. **In-text citation:** (Barron and Andraso 2001) **or** Barron and Andraso (2001) argued...

MULTIPLE AUTHORS

Martins, E. P., A. Bissell, and K. Morgan. 1998. Population differences in a lizard communicative display: evidence for rapid change in structure and function. *Animal Behaviour* 56:1113-1119. **In-text citation:** (Martins et al. 1998) **or** Martins et al. (1998)

examined...

For an additional resource on how to cite correctly, watch this ProfRomi video:

<https://www.youtube.com/watch?v=EOgpKhdQW9c>

ATTENDANCE: Conservation Biology relies on discussion and thus expects class attendance. If you need to miss class or class-related activities/assignments for religious observance reasons, school-sponsored athletic events, or other potentially excusable reasons, please let me know (email) prior to your absence.

MOODLE: Southwestern uses an interactive course management system called Moodle. You will use Moodle to submit assignments, keep track of your grades, and download additional readings. Your username and password is your regular SU-electronic ID (same as your email). With any new technological application, sometimes things can go awry. Melanie Hoag (hoagm@southwestern.edu or x1644) can be of assistance with any Moodle difficulty.

SUBMITTING ASSIGNMENTS/FILES: Moodle/Google Drive. I cannot open ".pages" documents on Moodle. Please make sure to always make your documents open-able by MS Word or Adobe PDF on a PC platform. Save them with .doc or .docx extensions, ideally. I may ask you to submit/share some assignments as Google Docs so that I can easily comment on them.

Please properly name your work: LastNameAssignmentDate.doc

Example: BurksWeek1Questions083021.doc

LATE WORK: Given the continued challenges associated with the pandemic, **I'm prepared to set up most guidelines as "fluid"** (this excludes primary literature presentations). If you feel that you need more time to produce quality work, then extensions or revised deadlines can be implemented. However, I encourage you to meet deadlines to avoid pile up. Late work submitted without notice = 20% loss.

CELL PHONES: Please turn all cell phones to SILENT/VIBRATE during class. You should not be actively texting or e-mailing in class. In the case that you need to be in contact with another party (family emergency, etc...), then quietly and unobtrusively leave the room to respond to a call if received. Violation of such policy will reduce your participation score in class.

LAPTOP COMPUTERS: If such activity enriches your material retention, take notes during class on a laptop computer. In many classes, we will utilize laptops in class for interactive exercises. At all times, your focus should be on the class activity and not on alternative activities (i.e. Facebook, e-mail, etc...). Violation of such policy will lower course grade by 3% per incident.

BURKS SCHEDULE: I'm teaching First Year Seminar (Tu/Th at 10 am) and this class. I set office hours after class but can be on campus most days of the week. However, I also expect to be working at home a reasonable part of the time (expect Twinkie to

have some separation anxiety). I'm generally available in person or electronically so I encourage you to schedule appointments.

FACEBOOK/SOCIAL MEDIA: All official class information goes through Moodle or myself to your SU email. Most students seem to have a Facebook or Instagram account. I'm happy to be "A Friend" with SU students with the knowledge that I am a faculty member at Southwestern first and take that seriously. If I see something that worries me, I will follow up. I believe in better safe than sorry. At the same time, I'm certainly not in the habit of checking up on students but cannot help but read updates when posted. My Profile page is all-inclusive for my friends, family and some students. I do not post anything there that I am not willing to publicly share (this is good advice). So, if you would like to request to be my friend, I will certainly accept but I do not want to compel people. As another social media alternative, you can follow me on Twitter @ProfRomi. I originally started a Twitter account to keep up with the chocolate world and find it an excellent resource. You can also check out my own experiences at www.profromi.com

MOODLE SYLLABUS STATEMENT: After reading the syllabus, please mark important dates on calendars (quizzes/exams, drop dates, group presentations) and COMPLETE THE SYLLABUS CHECK by typing in "I have read the syllabus and understand the expectations." By entering this, I know that you understand:

1. The expectations for success in Conservation Biology are abundantly clear.
2. Students can make an appointment with Dr. Burks if times conflict.
3. All your questions about the syllabus have been answered.
4. Students will first consult the syllabus and then clarify with Dr. Burks.

COVID ADDENDUM:

FOOD/BEVERAGE: Due to covid restrictions, no food or drink (except for water) can be consumed in the classroom.

MASKING: On August 11, 2021, the University reinstated its indoor mask mandate. Should the University policy change, Southwestern faculty have been granted permission to establish masking policies for their courses at their discretion. **In this course, masking will be required until further notice.** All students and any visitors - regardless of vaccination status - are required to wear a properly worn face mask (over the nose, over the mouth, and under the chin) at all times. Should you forget your face mask, the building administrative assistant can provide you with one. Thank you for your compliance.

IN PERSON ETIQUETTE AND PARTICIPATION WHILE MASKED:

- Be a good citizen and follow the rules.
- If unvaccinated, always maintain social distance.
- Clean your desk area before class.
- If vaccinated, mask as advised and maintain 3 ft. social distance.
- Keep the desk arrangements as you find them.
- **Practice talking while masked. Note the volume required.**
- Do not hesitate to ask someone to repeat themselves (me included).
- Be patient.

SELF-CARE: College life is great, but also stressful and demanding, especially now.. College life under the umbrella of covid is a new frontier. Keep in mind that **nothing is as important as you and your support system.** Take care of yourself 1st and then help others.

Here is a list of SU Resources:

https://drive.google.com/file/d/1Hf2GwDPYLNU_gpvl9lkrHYVExxPpYjM-/view

ATTENDANCE: A lot of effort has been made to conduct in-person classes at Southwestern. In general, I encourage you to attend class **BUT ONLY ATTEND IF AND ONLY IF YOU FEEL GOOD. WHEN IN DOUBT, STAY HOME.**

- **Attendance itself is not directly part of your grade.** Your engagement and participation will largely be assessed through projects and presentations.
- If you think you may have had close contact with an infected person, begin quarantine in your own room immediately and call the COVID-19 Care Coordinator at 512-863-1605.
- If you develop any symptoms of COVID-19 (esp. fever, cough), call the SU Health Center at 512-863-1252 to schedule an appointment.
- If you need assistance in getting medical care, contact your Resident Assistant or SUPD at 512-863-1944.
- Do your best to communicate with me.
- Designate a peer to communicate updates if that is easier.
- **Do not worry about missing class if necessary. I promise to work individually with everyone on a case-by-case basis.**

Some Self-Care Basics

- Prioritize but don't skimp on the basics (eat, sleep, move)
- Stick to a routine and check in with friends and other supporters
- Stay connected but limit news consumption
- Be mindful of substance use
- Practice mindfulness and other relaxation techniques
- Cut yourself some slack and watch for signs of trouble in yourself

Reference: <https://www.apa.org/monitor/2020/07/self-care>

Wk	Date	Day	Topic and/or Activity	Assignments Due
1	8/23	M	Class Introduction/Syllabus	
	8/25	W	Chapter 1: Defining Con Bio	Syllabus Check
2	8/30	M	Chapter 2: What is Biodiversity	Question 1 Due
	9/1	W	Introduction to TX Ecoregion Case Study	Assign Ecoregions
3	9/6	M	Labor Day - No class	
	9/8	W	Ecoregion Case Study Share (5 minutes)	Ecoregions 5 Options for All
4	9/13	M	Chapter 3: Value of Biodiversity	Question 2 Due
	9/15	W	Wild Hope Discussion 1 (Ch. 1-3)	
5	9/20	M	Chapter 4: Threats - Habitat Change	Question 3 Due Success 1
	9/22	W	Primary Lit 1 & 2	1: PL Abstract 3 & 7 2: PL Abstract 4 & 6
6	9/27	M	Chapter 5: Threats - Climate Change+ (last day to drop with a W)	Question 4 Due Success 2 AB Due for All
	9/29	W	Primary Lit 3 & 4 11/1 - Last day to Drop (W)	3: PL Abstract 2 & 5 4: PL Abstract 1 & 8
7	10/4	M	Chapter 6: Extinction Risk	Question 5 Due Success 3
	10/6	W	Wild Hope Discussion 2 (Ch 4-6)	
8	10/11	M	Fall Break - No class	
	10/13	W	Conservation Professionals (online)	
9	10/18	M	Chapter 7: Conserving Pop & Spec	Question 6 Due Success 4
	10/20	W	Primary Lit 5 & 6	5: PL Abstract 7 & 8 6: PL Abstract 1 & 4

Wk	Date	Day	Topic and/or Activity	Assignments Due
10	10/25	M	Chapter 8: Establishing New Pops Coral Reef Conservation Biology Game	Question 7 Due Success 5
	10/27	W	Primary 7 Primary 8	7: PL Abstract 2 & 5 8: PL Abstract 3 & 6
11	11/1	M	Game Continued	Burks in Seattle
	11/3	W	GIS Introduction	
12	11/8	M	Chapter 9: Protected Areas	Question 8 Due Success 6
	11/10	W	Open Day:	Success 7
13	11/15	M	Chapter 10: Conservation Outside PA	Success 8 Question 9 Due
	11/17	W	Open Day:	GIS Map Due Friday
14	11/22	M	Chapter 11: Restoration Ecology	Question 10 Due
	11/24	W	Thanksgiving Break - No class	
15	11/29	M	Poster Session	Question 11 Due Poster Due
	12/1	W	Last Day of Class	
16	12/10	F	Final - Conservation Plans	Conservation Plans