

INSTRUCTOR: Dr. Larissa Bailey
OFFICE: 211B Wagar
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OFFICE HOURS: Tues 8am-10am

LECTURES: Monday, Wednesday, Friday 9-9:50 AM in 107 Wagar*
* Later in the semester some classes my meet in the NR computer lab.

PREREQUISITES: MATH155/MATH160, STAT 301/307, an ecology class, and junior/senior standing, or permission of the instructor.

COURSE WEB PAGE: Canvas

TEXTS AND READINGS:

Hammond, J.S., R.L. Keeney, and H. Raiffa. 1999. *Smart Choices: a practical guide to making better life decisions*. Broadway Books, NY. 242pp.
(Recommended): Conroy, M. J. and J. P. Carroll. 2009. *Quantitative Conservation of Vertebrates*. Wiley-Blackwell Publishing. 337pp.

COURSE OBJECTIVES: This course focuses on understanding the concepts of conservation decision making and demonstrates the application of critical thinking techniques to decompose and articulate management or conservation problems. Class content includes formal description of management/conservation objectives, exploration of potential conservation actions, synthesis of existing information and determining uncertainty related to the ecosystems' response to the potential actions, and using methods to address these uncertainties to reach defensible conservation decisions. Case studies will be used to present various decision tools appropriate for different problems, including decision trees, single objective and multiple objective techniques, and the use of expert elicitation. Working in teams, students will apply these techniques to a conservation problem of their choosing and present their process and reasoning to support of their chosen optimal decision.

Upon completion of this course and combined with knowledge from other FWB courses you should feel as if you have made a step beyond being solely a student of wildlife biology, to being a practitioner of the skills of our profession.

Student Evaluation & Grades: Approximate Distribution of Points By Percentages

Exams: Midterm & Final	40%
Semester Project: journal, report, and presentation	30%
Class participation/quizzes/homework/discussion	30%

Final course grades will be based on overall percentages, where generally, >90 % = A- to A+; 80 - 89% = B- to B+; >70-79 % = C- to C+; >60-69 % = D- to D+, and <60 % = F.

You must take all exams. I seldom give make-up or early exams. The only rare exceptions are for catastrophes, truly beyond your control--hospitalization, imprisonment, family death--and then I must be notified before the exam, unless that is truly impossible. An "I" is given only for such exceptional circumstances. A makeup exam will not be easier than a missed exam. You will be asked to assess the utility of the chosen readings, (e.g., *Smart Choices*). A variety of tools will used be throughout the

semester to assess your understanding and application of the concepts you will be learning including: short writings summarizing in-class work, homework, peer assessment, journals, etc. Students are expected to attend all classes. I expect you to come to class prepared, to interact in discussions, and to ask questions.

From Policies and Guiding Principles in CSU General Catalog

Freedom of Expression and Inquiry: “The policy of CSU is to encourage members of the University community to engage in discussion, to exchange ideas and opinions, and to speak, write, and publish freely in accordance with the guarantees and limitations of our state and national constitutions.”

Academic Integrity: “The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic dishonesty. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are responsible for and affected by the cooperative commitment to academic integrity. Academic dishonesty... undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructors. Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action.” The penalty for cheating in FW 471 is failure of the course.

Classroom Behavior: “The classroom instructor is responsible for all classroom conduct, behavior, and discipline. University policy permits only enrolled students, persons authorized by the instructor, and administrative personnel to be admitted to instructional areas during scheduled periods. University policy and Colorado state law also prohibit all forms of disruptive or obstructive behavior in academic areas during periods of scheduled use, or any actions which would disrupt scheduled academic activity. Use of classrooms and other areas of academic buildings during nonscheduled periods is permitted only in accordance with departmental, college, or University practices.”