

# **FWB 260: Principles of Wildlife Management**

**Fall**

## **Instructor: Dr. Kevin Crooks**

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## ***Synopsis:***

Principles of ecology applied to management and conservation of fish and wildlife. This class is designed for Fish, Wildlife, and Conservation majors, but will be incorporating other natural resource fields where applicable.

## ***Course Objectives:***

1. Students will develop a general understanding of the assumptions, effectiveness, and limitations of theories and strategies used to manage and conserve fish and wildlife populations and their habitats.
2. Students will develop analytical problem-solving skills and will gain experience in data interpretation and graphical and mathematical models.
3. Students will develop a general appreciation for the challenges and opportunities inherent in fish and wildlife management and conservation

## ***Readings:***

Course material will be taken from the primary literature and other relevant readings. For access to course materials on Canvas you will need an eID user name and password.

***Supplies:*** You will need a calculator that can calculate logarithms for possible use on exams.

**Sharing calculators will not be allowed during exams.**

## ***Course Format:***

1. Two lectures per week: Tues, Thurs: 2:00 – 3:15 pm
2. Powerpoint lectures, with some key points omitted from posted handouts.
3. If you miss a class, it is your responsibility to get the notes from a classmate.

## **Course Grading:**

**Tentative** point allocation for evaluation of students:

	POINTS	PERCENTAGE
1. 2 Midterm Exams @ 100 pts each	200	44%
2. Comprehensive Final Exam	100	22%
3. 13 Weekly RamCt Quizzes @ 6 pts each	78	17%
4. In-Class Reading Quizzes/Discussion Participation	40	9%
5. 3 Homework Problem Sets @ 10 pts each	30	7%
4. Conservation Activity	10	2%
Total	458	100%

Pass/Fail is not a grading option. Fish, Wildlife, and Conservation majors must earn a “C” or better in FW 260. Cutoffs for grades typically will be based on the following percentages: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D;  $\leq 59$  = F; in some instances grades might be based on the performance of the entire class.

### **Exams:**

Exam questions will be taken from lectures, guest lectures, and readings (you are responsible for all information in reading assignments, even if it is not specifically covered in class). In general, exams will have some combination of true/false, multiple choice, matching, and short answer. Make-up or early exams are seldom given; rare exceptions are made for excused University functions or catastrophes truly beyond your control. For excused functions, I must be notified before the exam and I must have written verification. If I do not have a valid excuse from you before the exam, you will receive a 0. I may choose to use a restricted average of other scores, instead of a makeup.

Once I have returned an exam you have 24 hours to identify any arithmetic errors on my part and I will correct them. If you did not detect arithmetic errors, but want question(s) re-graded, you must submit the exam with a written explanation of your arguments within one week after it was returned in class. Beware! If you submit an exam for re-grading I will re-grade the entire exam to ensure no other mistakes were made (this may or may not benefit you).

### **Quizzes and Problem-Sets:**

We will have approximately 13 weekly on-line quizzes administered on Canvas, covering the prior week’s lecture material. Quizzes will open on Canvas on Sunday at noon and close Tuesday at 3 pm before lecture. Quizzes will be administered in a 5 minute period and will typically consist of 3 questions (6 pts). I will drop the lowest on-line quiz from the calculation of your grade. I do not give make up on-line quizzes.

We also will have approximately 6-8 in-class “pop” quizzes during the semester. In-class quizzes will not be announced and are given to reward those who come prepared to class. In-class quizzes will be based on reading (3 questions, 6 pts); thus, it is critical that you keep up with the reading assignments. I will drop at least the lowest in-class quiz score from the calculation of your grade. I do not give make up “pop” quizzes.

We will also have at least 3 take-home problem sets during the semester (10 pts each). Take-home problem sets are due at the start of the class on the due date and will be penalized 50% if received in the afternoon or evening of the due date. No problem sets will be accepted after the due date, unless I accept a catastrophic reason in advance.

### ***Conservation Activity:***

Each student will be required to conduct an activity relating to conservation **during the semester**. Possibilities include, but are not limited to: (1) work at resource agencies, conservation groups, or zoos, (2) assisting ongoing scientific research programs (e.g., working with faculty or graduate students), (3) participation in conservation education programs, (4) delivering a public talk or seminar, (5) involvement in a conservation activity with a student club, including The Wildlife Society, The Society for Conservation Biology, or American Fisheries Society, (6) writing to politicians regarding conservation issues, and (7) writing articles regarding conservation issues for the popular press. In the final week of class, students will deliver brief presentations of their volunteer activity. Examples of activities that do not live up to the spirit of the assignment, and hence **do not count**, include (1) activities associated with another class, (2) simply joining a student club without participating in an activity, (3) attending a seminar (including those sponsored by a student club), (4) donating money, (5) purchasing a hunting/fishing license, or (6) any recreational activity (e.g., hunting, fishing, hiking, birdwatching, etc). If you have any questions about what will count, please ask well in advance!

### ***Helpful Hints:***

1. Ask questions; 2. Regularly review your lecture notes; 3. Test yourself by writing questions in the margin of your notebook paper, next to relevant lecture material; 4. Use flash cards for studying vocabulary; 5. Study with a partner or group; 6. Use the TA office hours – he is there to help you, 7. Keep up with the material. In theory you should be studying 6-9 hrs/wk for a 3 credit class, but for some it will take more time and for others it will take less.

### ***Academic Dishonesty and Disruptive Behaviors:***

Cheating and plagiarism will not be tolerated in class. If found cheating, you will receive a failing grade. Distractive behaviors such as talking to neighbors, using cell phone, reading newspapers, regularly coming to class late (unless prior authorization has been given), or leaving class early are also not acceptable; students engaged in such activities may be asked to leave the class. Instances of academic dishonesty and disruption also may be referred to the Office of Judicial Affairs, which can result in University disciplinary action (see Student Rights & Responsibilities section of the CSU General Catalog for more information). As an instructor it is my responsibility to ensure all students have an equal opportunity to learn the material without disruption or distraction. I take that responsibility seriously and will not tolerate such disturbances.

### ***Attendance and Participation:***

You are expected to attend all classes, but I will not always take roll. As adults I leave it in your responsible hands to get notes and do the required reading. Your participation in class may benefit you when I assign grades. Those students who have actively contributed in class will find that such participation may teeter their grade higher.

### ***Special Needs:***

Please let me know as soon as possible if you have any special needs. If any student has a learning disability please contact the Resources for Disabled Students in the General Services Bldg. That way we can work to accommodate you as soon as possible. It is your responsibility to work with RDS and bring necessary paper work to me.