

FW 496B Group Study (CRN 45019) – Summer 2020 Syllabus

Instructor:

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Email: paul.doherty@colostate.edu or through Canvas.

Course web site: in Canvas

Number of credits:1 credit

Course materials:

The group will read the book “The Last Buffalo Hunt and Other Stories” by J.I. Merritt. The book is available in the CSU Bookstore and at other book sellers.

[Merritt, J.I. 2012. *The Last Buffalo Hunt and Other Stories*. South River Press. ISBN 10:1-59152-105-X]

Motivation for course:

This book was chosen as each chapter is a stand-alone story with a natural resource- or outdoor- related theme that ties in with other coursework many students are taking. Many of the chapters are rooted in the history of natural resources and the North American outdoors.

Course Logistics:

We will primarily use Canvas and the discussion board to manage our discussions.

Each student will choose 1 chapter to help lead the discussion and each chapter will have a maximum of two student discussion leaders. Students can sign up for chapter leads in Canvas.

We will read 2-3 chapters a week for ~ 8 weeks (final schedule based on which chapters get selected by students). The leaders of each chapter will coordinate and post 1-2 discussion questions on a Canvas discussion board a week before the chapter is due.

Each student will also substantive contribute to at least one question per week. A substantive contribution is defined as posing a question or responding to a question with an alternative interpretation or additional thought, or outside information. Comments like “I agree” are not a substantive contribution. Feel free to say you agree but take your thoughts a step further.

We will keep our discussions/contributions respectful by not attacking individuals in the class. I suggest keeping your comments focused on ideas presented and not individual people in our class that pose ideas. We will likely encounter some difficult themes and we want to have scholarly discussions.

Some example questions/statements are:

- Describe a natural resource -related theme in the chapter that is relevant to you.
- What were Boone’s attitudes towards wildlife and how have those changed since his time?
- How would you characterize Bartram’s sense of beauty? How does he view humanity? Wildlife? Is there a scandalous theme (in Bartram’s) work?
- What do you think of the author’s writing style? Is the use of rare/uncommon/novel words interesting or distracting?

Grading:

Chapter Lead Choice 5%

Chapter Lead Discussion ¹	10%
Discussion Board Responses ²	85%

¹You must post questions on time (i.e., 1 week ahead) as well as contribute and monitor the discussion of your chapter.

²Substantive contributions (see above) need to be made on chapters you are not leading.

Key Due Dates

Date	Discussion Lead Due Dates	Everyone
Monday, August 24, 2020		Start of course
Friday, September 4, 2020		Chapter lead chosen
Friday, September 11, 2020	Questions posed for Chapters 1-3	
Friday, September 18, 2020	Questions posed for Chapters 4-6	Responses due for Chapters 1-3
Friday, September 25, 2020	Questions posed for Chapters 7-9	Responses due for Chapters 4 -6
Friday, October 2, 2020	Questions posed for Chapters 10-12	Responses due for Chapters 7 -9
Friday, October 9, 2020	Questions posed for Chapters 13-15	Responses due for Chapters 10 -12
Friday, October 16, 2020	Questions posed of Chapters 16-17	Responses due for Chapters 13 -15
Friday, October 30, 2020		Responses due for Chapters 16 -17

Final grades will not include +/- and will follow this scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

Academic Integrity:

This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the CSU General Catalog and in the Student Conduct Code. At a minimum, violations will result in a grading penalty in this course and possibly a report to the Office of Conflict Resolution and Student Conduct Services.

Student Conduct: "Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people" (Student Rights and Responsibilities). "...The University recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or print freely on any subject in accordance with the guarantees of Federal or State constitutions".

Classroom behavior and discourse should reflect the values of respect and civility. Classroom disruption by students constitutes a serious breach of University behavioral expectations. Faculty members are encouraged to respond to behaviors that are disruptive to the academic environment, and they may require students to leave the class pending discussion and resolution of the concerns. Students may be referred to the Office of Judicial Affairs for possible university disciplinary action including suspension, dismissal or expulsion and/or the campus police summoned in serious cases of disruptive behavior.