

NR 549A
Conservation Leadership
Fall 2021

Note: see the Canvas page for weekly schedules and all assignments

Instructors:

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Course Description:

Conservation leadership requires a unique and complex combination of skills and knowledge. Conservation leaders must have a sufficient understanding of the scientific and ecological principles that underpin conservation work, and must also be proficient in leading groups, and facilitating processes and discussions. This course is the first of a two-semester sequence of courses that will delve into the concepts, needs and challenges of conservation leadership.

Objectives:

Students will:

1. Gain self-awareness about preferred communication, problem-solving and work styles, and how those preferences influence group success
2. Become familiar with principles of effective leadership generally, and conservation leadership specifically
3. Assess the implications of contemporary topics (innovation, diversity-inclusion-equity-justice) for conservation leadership
4. Develop a personal leadership plan based on a suite of evaluation, inventory and reflection activities

Textbook / Course Readings

All readings are available in the Modules on Canvas.

Participation Expectations

Students are expected to keep up with course activity weekly, which allows us to have opportunities for additional learning options such as discussion and debate, groupwork, etc. During class, we will often do work in small groups, and expect participation by everyone, which will also result in a richer discussion and outcome. If you have a circumstance which will prevent you from keeping up with the course on a given week, please let us know so we can anticipate your absence and aren't left wondering about your whereabouts.

Inclusion Statement

Our virtual spaces, our practices, and our interactions should be committed to inclusivity. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. We all share the responsibility to establish a positive learning environment in which everyone is provided the support and environment to succeed. I expect all of us to contribute to a positive online climate, which can be established partially via the following:

- Respond respectfully
- Listen actively with a goal to understand
- React to and critique ideas, not individuals
- Commit to learning, not debating
- Avoid blame, speculation and inflammatory language
- Acknowledge alternative viewpoints
- Avoid assumptions about any classmate, social group.

Please also review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

Accommodation of Needs

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs and send me a copy of a verifying memo from [The Student Disability Center](#) that is typically provided.

Support and services are offered to student with limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Course Policies

Professionalism and Conduct: Interactions between students and the instructional team (professor and TA) should be courteous and respectful for all parties. While they don't need to be formal in tone or language (e.g., it's okay to call us by our first names), make sure your emails

and similar communication have the right tone for communication between a student and his/her instructor(s).

Student Effort and Grading: Assignments will always have a rubric showing how they will be evaluated. Overall, an above-average grade (e.g., A, B) can be earned by showing an above-average effort. Simply following directions and doing the various parts on an assignment is compliance but not necessarily a demonstration of excellence in learning. "Above-average effort" shows a strong grasp of content, that is expressed in your voice, and demonstrates an ability to analyze and synthesize multiple sources of information and varied perceptions. Where appropriate, it should also show an ability to think critically and analytically about content, including how content resonates (or not) with your own prior experiences, values, world views, etc.

Readings: To facilitate discussion and interaction, students are expected to have completed assigned readings. Sessions will be designed and facilitated based on that expectation. Not all readings are going to captivate you, so plan accordingly in terms of when you read them (i.e., more attentive parts of your day) and how you make notes of key points from the readings.

Make-up Work: All assignments are due at the time noted on the assignment page in Canvas. Late assignments will be accepted and penalized one letter grade for each day they are late, up to five days late.

Questions / Concerns: We will always find time to assist students outside of class regarding class assignments, course material, grades or any reason that is remotely related to class, future plans, professional goals, etc. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, pondering your future, etc. Don't wait until the end of the semester to see me if you're having difficulties early on.

Grading Policy

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	50-59%

One of your responsibilities is to submit course work by the due dates and times listed in Canvas. Our commitment to you is to respond to the work you submit and return your work in a timely manner. Smaller, assignments will be returned within seven (7) days and major assignments, exams, and essays will be returned within two (2) weeks days. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, we will keep you informed of my progress and make every effort to return your work with feedback as soon as possible)

Canvas Information & Technical Support

All course content will be housed on Canvas. Some helpful links for Canvas include:

- Login for Canvas
- Canvas Support
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276 or help@colostate.edu

Writing Quality

Good writing skills are imperative. Consequently, written work is expected to be well-organized and formally written unless otherwise indicated (thought questions can be more reflective in tone). Grammar and organization will be a criterion for grading on most assigned material.

Some initial tips to always keep in mind;

- *One paragraph usually is structured around one main point.*
 - Outline your assignments in advance, highlighting key points you want to raise, and structure paragraphs around those key points.
- *Be consistency in the tone/voice, style and format*
 - If it's a group assignment, be sure there is consistency from start to finish after compiling sections that are written by different individuals
- *When asked for your position or perspective, put your logic and thinking on display*
 - If A + B + C led you to conclude D, include A, B and C in your presentation
- *Paraphrase more, direct quote less.*
 - Paraphrasing demonstrates your processing and synthesizing of information
 - Using direct quotes – and using multiple direct quotes specifically – disrupts the tone and flow of your presentation, and makes your perspectives, voice and insights less clear.
 - Go to <https://writingcommons.org/article/intergrate-evidence/> for guidance.

Academic Integrity

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy, published in the General Catalog and the Student Conduct Code. As a student at CSU, you are expected to following the CSU Honor Pledge while completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

Third-party Tools/Privacy

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. These programs and software are required to publish their privacy policies so that you are aware of how your personal information is collected, used and shared.

Copyrighted Course Materials

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course, and not intended for distribution beyond this specific course. Materials authored by third parties and used in the course are also subject to copyright protections.

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if a student feels comfortable, you can consult with me about other resources for support.

Title IX/Interpersonal Violence/ Your Well-Being

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

In terms of your overall well-being, there are resources available to all CSU students to support your physical, emotional and mental well-being. A starting point to access such services is the “Tell Someone” site at <https://supportandsafety.colostate.edu/tell-someone/>, or by phone at 970-

491-1350. This includes support for you if you are worried about classmates, roommates, etc for whom you are concerned.