

INSTRUCTOR: Dr. Larissa Bailey  
OFFICE: 211B Wagar  
EMAIL: llbailey@colostate.edu  
OFFICE HOURS: **Thur 9:30-11:30am**

CO-INSTRUCTOR: Hermione Deng  
OFFICE: 106D  
EMAIL: Hermione.Deng@colostate.edu  
OFFICE HOURS: Friday 1-3pm

CO-INSTRUCTOR: Victoria Simons  
OFFICE: 11 (Wagar Basement)  
EMAIL: victoria.simons@colostate.edu  
OFFICE HOURS: Tues 10:00am-12:00pm

LECTURES: Tuesday and Thursday 8-8:50 AM in Wagar 133  
LABS: Wednesday 2-5:50pm: Field & Computer labs meet in NR 243 (New dynamic classroom)  
Thursday 2-5:50pm: Field & Computer labs meet in NR 345 (New dynamic classroom)

PREREQUISITES: FW 370, NR 220, ST301/307, M155/160 (Calculus and Statistics will be used),  
basic familiarity with CNR computer labs and ability to use a web browser

COURSE WEB PAGE: Canvas

TEXTS AND READINGS The following text and online publications are references for the course:

1. Conroy, M. J. and J. P. Carroll. 2009. Quantitative Conservation of Vertebrates. Wiley-Blackwell Publishing. 337pp.
2. Powell and Gale. 2015. Estimation of Parameters for Animal Populations (on-line publication)

COURSE OBJECTIVES: This course is intended to provide a foundation of techniques commonly used by wildlife biologists in data collection and analysis. For many of you this will be one of your final wildlife/conservation courses before you enter the profession or continue your studies in graduate school. The purpose of the course is to explore, and discuss, methods to address wildlife and conservation questions in the real world. This requires the ability to:

- clearly state the problem to be solved, or hypothesis to be tested;
- recognize the information needed to test the hypothesis or address the wildlife question;
- review of the existing information and current understanding that are relevant to testing the hypothesis, or address the wildlife/conservation question;
- apply knowledge about design of experiments and observational studies to test a hypothesis;
- interpret the results of an analysis and the or insights gained to draw inferences to the validity of the hypothesis;
- clearly communicate to decision makers the implications of your experimental results or observational studies;
- understand how experimental and observational studies inform management decisions, i.e., understanding the role of science in management decisions

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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

Exam I &II	30%
Final Exam	20%
Lab Assignments	30%
Pop Quizzes, Attendance and Participation	20%

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. We seldom give make-up or early exams. The only rare exceptions are for catastrophes truly beyond your control--hospitalization, imprisonment, family death--and then we 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. We may choose to use a restricted average of other scores, instead of a makeup.

Expect quizzes to cover assigned readings and recent lecture and lab materials. Students are expected to attend all lectures and labs; attendance at lab sections will be recorded. We expect you to come to class prepared, to interact in discussions, and to ask questions.

You are expected to attend ALL lab sessions. Lab assignments will generally involve reports (e.g., short-answers plus tables and figures). **Note:** Lab assignments are due at the beginning of the lab period. Late work will only be accepted within 24 hours of the due date and will be penalized 20%; the work must be submitted via Canvas or handed to the instructor or TA.

*Please see course Canvas 'Start Here' page for current links to:*

***Library Information and Student Support***

***Technical Support and Requirements***

***Student Services and Institutional Policies & Research Help***

From Policies and Guiding Principles in CSU General Catalog

Academic Integrity and CSU Honor Pledge: This course will adhere to the [CSU Academic Integrity/Misconduct](#) policy as found in the General Catalog and [the Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

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The Student Conduct Code states that: 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. 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.

Etiquette and Classroom Behavior: A majority of class time is spent sharing opinions and sharing information. Therefore, it is of utmost importance to communicate with courtesy and professionalism. Professional Courtesy includes respecting others' opinions, being courteous and respectful, and working together in the spirit of cooperation. Sexist, heterosexist, and racist language should not be used when communicating in the course. Discussions and assignments will be graded on quality and professionalism. Behavior in the classroom should be respectful and civil. Students have both the right to learn and the responsibility to participate in the learning process. Classroom disruption by students is not expected and may require students to leave the classroom 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. (CSU General Catalog and the Students Rights and Responsibilities handbook)

#### Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

#### Copyrighted Course Materials

Please refer to [Faculty Manual - Section J](#) for rights and responsibilities related to creative works.

#### 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 you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

#### Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources.

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or

visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.