

1-2009

# WBIO 370.01: Wildlife Habitat Conservation and Management

Mark Hebblewhite

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**Syllabus:**  
**WBIO 370 Wildlife Habitat Conservation & Management**  
**Spring 2009 – 3 Credits**



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**Teaching Assistant:** Shawn Cleveland, FOR 311c, Email: [shawn.cleveland@umontana.edu](mailto:shawn.cleveland@umontana.edu)  
Office hours TBD and by appointment.

**Lecture times:** 12:10 – 1:00 PM Tuesday and Thursday (CHEM 102)

**Laboratory (field trip) times:** 1:00 – 5:00 pm Thur 2<sup>nd</sup> half of semester.

**Course Objectives:** To gain a familiarity with the theoretical underpinnings of the importance of habitat to wildlife species in terrestrial ecosystems, and to gain proficiency with the application of this theoretical basis to wildlife habitat conservation issues. Practical hands on experience will be gained on field trips in the second half of the semester where students will be expected to be able to apply theories to practical conservation issues in western Montana.

**Required Readings:** Assigned readings to be determined and will be posted on blackboard.

**Course Website:** BLACKBOARD <http://umonline.umn.edu/StudentInfo/welcome.htm>

**Grading:**

Category	Description	Marks	%
<u>Exams</u>	Midterm 1	50	18%
	Final Exam	50	18%
<u>Lab reports</u>	5 lab reports	50	18%
	Wildlife-habitat		
<u>Assignment</u>	assignment	25	9%
<u>Review</u>			
<u>Paper</u>	Annotated Bibliography	25	9%
	Peer Review	25	9%
	Final Review paper	50	18%
		275	100%

**Final Exam Time:** 8:10 – 10:00, Friday May 15, 2009.

[http://cyberbear.umd.edu/instructions/finalsschedule\\_spr08.htm](http://cyberbear.umd.edu/instructions/finalsschedule_spr08.htm)

**Lecture Format:**

Lectures will be primarily PowerPoint based and made available on the course website AFTER lectures for downloading and reviewing. However, additional material will be covered not contained in PowerPoint presentations and will be considered part of testable class content. Additional materials will include class discussions, films, discussion of current events, and questions.

**Course Schedule:**

#	Date	Lecture Topic	Labs/ Assignments
1	27-Jan	Course Introduction	
2	29-Jan	Defining Wildlife Habitat - Niche	
3	3-Feb	Habitats and Populations	
4	5-Feb	Habitat Quality	
5	10-Feb	Scientific Method and Review Paper	
6	12-Feb	Theories of Habitat Selection	
7	17-Feb	Habitat Selection Continued	
8	19-Feb	Predation and Habitat	
9	24-Feb	Measuring Wildlife Habitat	
10	26-Feb	Measuring Wildlife habitat	
11	3-Mar	Modeling Wildlife-Habitat Relationships	<b>Annotated bibliography due</b>
12	5-Mar	Modeling Wildlife Habitat Relationships	
13	10-Mar	Island biogeography theory	
14	12-Mar	Threats Facing Wildlife & Biodiversity	
15	17-Mar	Urban wildlife habitat issues	<b>Wildlife habitat assignment due</b>
16	19-Mar	<b>Lab 1: Grant Creek Field Trip</b>	
	24-Mar	<b>Midterm 1</b>	
17	26-Mar	<b>Lab 2: Bitterroot valley &amp; resort</b>	<i>To be confirmed</i>
18	31-Mar	<b>Spring Break</b>	
19	2-Apr	<b>Spring Break</b>	
20	7-Apr	Road ecology and habitat fragmentation	Lab reports 1 & 2 due
21	9-Apr	<b>Lab 3: Hwy 93 North - Road Ecology</b>	
22	14-Apr	Ecosystem management	Lab 3 report due
	16-Apr	<b>Lab 4: Blackfoot clearwater game range</b>	
23	21-Apr	Private land conservation	Lab 4 report due
		<b>Lab5: Blackfoot challenge - private land conservation</b>	
24	23-Apr		
25	28-Apr	Corridors and Connectivity	Lab 5 report due
26	30-Apr	No class or lab	
27	5-May	Fire & Wildlife	<b>Peer review due</b>
28	7-May	<b>Lab 6: Blue Mountain Fire &amp; Salvaging logging</b>	<i>No lab 6 report</i>
	15-May	<b>Final Exam 8:10 AM</b>	

### **Lab Format:**

During Spring 2008, labs will occur mostly on Thursday afternoons from 12:00 to 5:00 or 6:00 PM (or even later). Labs will occur mostly in the second half of the semester and aim to introduce students to practical application of concepts of wildlife habitat to conservation issues in western Montana. Labs will leave promptly at the designated time from the Forestry parking lot, regardless of inclement weather. For many labs, we will leave during lecture time to maximize time in the field, and some field trips will return students to campus later than the scheduled field time (see schedule for details).

**NOTE: Participation in all field trips is mandatory and students are expected to schedule all labs for the allotted time, get off work, make alternate arrangements for other courses, etc. etc. FIELD TRIPS ARE A KEY PART OF THE WILDLIFE BIOLOGY EXPERIENCE!!!!!!**. An absence from a one-day field trip is an automatic 10 pt deduction (3%) from your final grade.

### **Exams:**

Mid-term exams will be multiple choices, true-false, short answer and short essay questions. Course material in lectures, labs, and readings will be considered for all exams. The midterm exam will cover all course content up to the class prior, and the final exam will be primarily weighted from material from the second half of the semester. But keep in mind that we will continue to build on the theoretical concepts discussed in the first half throughout!

Time for exams will be allotted as the regular course time, 12:10-1:00PM, and no extra time will be given to take exams. Students arriving at a scheduled exam AFTER the first person to finish the test has left the room will not be allowed to take the test and will be assigned a ZERO. Failure to take an exam during the regularly scheduled time will result in a grade of ZERO being assigned. Make-up exams will be scheduled only given documentation of a valid excused absence (see attendance below) 1 week prior to the regularly scheduled exam time. Make up exams will be essay format and students will have 1 week following return to school to schedule exams – this will be your responsibility.

### **General Course Policies**

#### **Attendance Policy:**

Attendance will not be recorded in lecture because your desire to learn will dictate your presence. Students are individually responsible for all information presented in lectures, guest lectures, readings and field trips. No make-up exams will be scheduled. In the case of medical or family emergency (e.g., legitimate, planned absences) I will work with the student individually in terms of rescheduling exam times etc. Formal health care documentation will be required for legitimate emergencies.

#### **Academic Dishonesty:**

Trust between student and instructor is of paramount importance in academic settings. Academic dishonesty will not be tolerated in the classroom, and students found cheating will be punished to the full extent that University policy permits.

#### **Other Codes of Conduct:**

The University of Montana expects all students to conduct themselves as honest, responsible, and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For specific information on the Student Conduct Code, visit <http://ordway.umt.edu/SA/vpsa/index.cfm/page/2585>

#### **Plagiarism:**

Paraphrasing or quoting another's work without explicitly citing the source is plagiarism and a form of academic misconduct. Even inadvertent or unintentional misuse of appropriation of another's work (such as relying heavily on

source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification. This includes websites like Google and Wikipedia, although note that not all information retrieved (in fact most!) from such sites is not peer-reviewed, and thus not often scientifically valid.

**Credit for Work from Another Class:**

Submission of papers that were written for credit in another class is not permitted, regardless of whether the subject matter is appropriate (as per the University of Montana Student Conduct Code). In other words, you are expected to turn in original work for this course. If you have any questions, whatsoever, it is better to speak with the professor or teaching assistant before you get a zero for an assignment.

**Email Policy:**

Email is perhaps the world's most banal form of communication, except text-messaging, which seems destined to erode any last remnants of skill in writing. I expect emails to myself and the teaching assistant from students to be composed professionally with proper sentence and English writing style with no spelling mistakes, a CLEAR subject line that CLEARLY identifies the COURSE CODE [i.e., Subject: FOR 275 question from student X], and a clear, concise question. Because of email proliferation, professors often get >100 ill-formed and unnecessary emails a day, wasting everyone's precious time.