

1-2010

WBIO 370.01: Wildlife Habitat Conservation and Management

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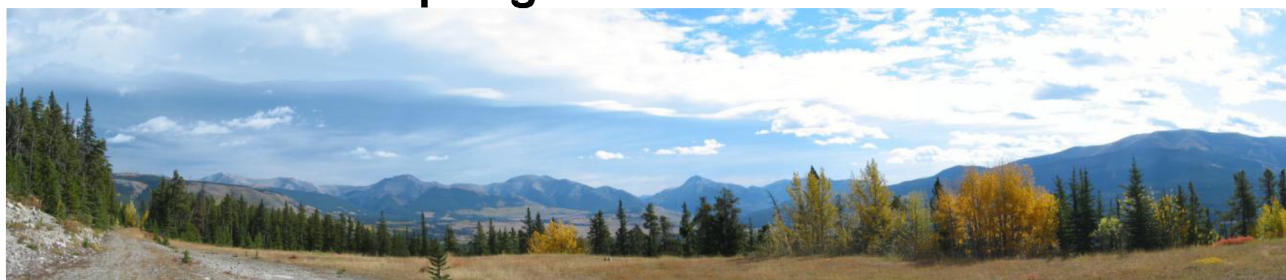
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Syllabus:

WBIO 370 Wildlife Habitat Conservation & Management Spring 2010 – 3 Credits



Dr. Mark Hebblewhite, Forestry 304, Phone: 243-6675, Email: mark.hebblewhite@umontana.edu,
Office Hours are TBD, or by appointment* (see email policy)

Teaching Assistant: Nick DeCesare, FOR 311b, Email: Nick.DeCesare@umontana.edu
Office hours TBD and by appointment.

Lecture times: 12:10 – 1:00 PM Tuesday and Thursday (FOR 106)

Laboratory (field trip) times: 1:00 – 5:00 pm Thur 2nd 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 PRIOR to class – students are expected to have read the readings and be prepared to discuss them in class.

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 Paper</u>	Annotated		
	Bibliography	25	9%
	Peer Review	25	9%
	Final Review paper	50	18%
		275	100%

Final Exam Time: 8:10 – 10:00, Wednesday May 12, 2010.

<http://www.umt.edu/Registrar/students/finalsweek2/spring2010.aspx>

Note: final exam times are YOUR responsibility to confirm and conflicts need to be taken into account during registration. If you have a conflict, it is your responsibility to change your schedule or talk to professors early. No extra exams will be scheduled to accommodate conflicts after the last drop date.

Tentative Course Schedule:

Date	Approximate Lecture Topic	Labs/ Assignments
26-Jan	Course Introduction	
28-Jan	Defining Wildlife Habitat	
2-Feb	Niche Theory	
4-Feb	Theories of Habitat Selection	
9-Feb	Theories of Habitat Selection	
11-Feb	Theories of Habitat Selection	
16-Feb	Habitat Selection	
18-Feb	Predation and Habitat	
23-Feb	Measuring Wildlife Habitat	
25-Feb	Modeling Wildlife-Habitat Relationships	
2-Mar	Island biogeography theory	Annotated bibliography due
4-Mar	Habitat Fragmentation	
9-Mar	Habitat Fragmentation	
11-Mar	Threats Facing Wildlife & Biodiversity	
16-Mar	Urban wildlife habitat issues	Wildlife habitat assignment due
18-Mar	Lab 1: Grant Creek Field Trip	
23-Mar	Midterm 1	
25-Mar	Lab 2: Hwy 93 North - Road Ecology	Lab report 1 due
30-Mar	Spring Break	
1-Apr	Spring Break	
6-Apr	Road ecology and habitat fragmentation	Lab report 2 due
8-Apr	Lab 3: Bitterroot valley & resort	
13-Apr	Ecosystem management	Lab 3 report due
15-Apr	Lab 4: National Conference on Undergraduate Research	
20-Apr	Private land conservation	Lab 4 report due
22-Apr	Lab5: Blackfoot challenge - private land conservation	
27-Apr	Corridors and Connectivity	Lab 5 report due
29-Apr	Lab 6: Blue Mountain Fire & Salvaging logging	<i>No lab 6 report</i> Peer review due
4-May	Fire & Wildlife	
6-May	Habitat and Climate Change	Final Paper Due
15-May	Final Exam 8:10 AM	

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.

Lab Format:

During Spring 2010, there will be 6 scheduled labs on Thursday afternoons from 12:00 to 5:00 or 6:00 PM (or even later). There will be 5 mandatory lab assignments for the first 5 labs that will be due the next class and constitute a major part of your grade. Labs will occur 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 single field trip is an automatic 10 pt deduction (3%) from your final grade.

Wildlife Habitat Observation Assignment – Due Tuesday, March 16

To use observations of wildlife in the field to review concepts of habitat theory from class, while developing wildlife observation skills and the ability to 'think' like wildlife in defining habitat. Students are to select a wildlife species of their choice and seek out, identify, and observe the species in the field for long enough to answer the following detailed questions regarding your observations of the wildlife species, its habitat, and questions regarding the theories of habitat selection we have discussed in class. Detailed instructions will be given in class.

Wildlife Habitat Conservation and Management Review Paper – deadlines March-2, Apr-29, May-6

In this assignment, students will write a synthesis of wildlife habitat ecology issue on a topic of your choice – this is an example to dive into something that really interests you about wildlife habitat, read as many papers and books you can about it, and then put it all together in a review paper. The term paper is a SYNTHESIS / REVIEW paper, and so has different goals from a traditional scientific paper which we will cover in lecture. **The only rules are that the species (or community of species) should be terrestrial mammals, birds, or herptiles, and must address aspects of wildlife habitat ecology.** We will spend 1 lecture going over examples of review/syntheses papers and example topics. There are several components to the review paper that will be completed throughout the semester including meetings with the instructor/teaching assistant regarding your proposed topic, completion of an annotated bibliography, a peer review, and a final term paper.

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: WBIO 370 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.