

COURSE SYLLABUS
BIO 463: CONSERVATION BIOLOGY
Spring 2003

Department: Science, Math, and Technology.

Credit hours: 3

Prerequisites: Math 314, Bio 413 or Bio 433. All coursework must be completed with a grade of C or better, or student must have permission of the instructor.

Time: 1300 to 1500 hrs Monday.

Instructor: Dr. Steven G. Platt
Home: 745-7933
Email: splatt@gwtc.net

Office hours: I can always be reached via email (allow 12 to 24 hours for reply).
Students should feel free to call me at home.

Required texts: Van Dyke, F. 2003. Conservation Biology: Foundations, Concepts, and Applications. McGraw Hill, San Francisco.

Leopold, A. 1966. A Sand County Almanac. Oxford University Press, Inc., Oxford.

Supplemental readings: Selected articles and other materials provided by the instructor.

Course objectives:

The primary objective of this course is to familiarize students with the principles and practices associated with the maintenance of global biodiversity and ecosystem stability. Each class will typically consist of a one-hour lecture followed by an hour of discussion based on assigned readings.

Reading and writing assignments

This course places a heavy emphasis on reading and writing assignments. These should be completed before the assigned date. Successful completion of this course requires good reading comprehension and writing skills. It is extremely important to stay in touch with the instructor throughout the course as assignments will frequently be distributed via email. Please check your email regularly (preferably once a day) and acknowledge receipt of all assignments.

Attendance

Attendance is **mandatory** and because we meet only once each week, it is imperative that students attend class. Students who miss three consecutive classes or five total classes will be dropped. If for some reason you cannot attend class, please notify me ahead of time via telephone or email and provide an explanation in order to be considered for excused absence status. Class will begin no later than 1310 hrs and students are expected to remain for the full class period.

Grading

Grades are based on a mid-term and final exam (50%), term paper (see following page; 25%), field trips/class participation (25%). Final grades are based on a 10 point scale (A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 59%).

Disclaimer

The information contained in this syllabus was, *to the best knowledge of the instructor*, correct and complete when distributed at the beginning of the semester. This syllabus, however, should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional technique without notice or obligation.

Endangered Species Profile

1. **Scientific (including authority) and common name:** (English and Lakota names, if available).
2. **Description:** Give physical description of the organism, including morphometrics, sexual size dimorphism, etc. Can include photographs and drawings to supplement the description.
3. **Global distribution:** Describe range of species, can provide range map if available.
4. **Local distribution:** Describe range in South Dakota. If only a few populations exist, provide a detailed listing or map showing locations of extant populations. This is particularly important for plants. Be as specific as possible.
5. **Natural history and ecology:** Cover such topics as food habits, reproduction, home range, habitat requirements, etc.
6. **Ethnobiology:** Is this species important in Lakota or contemporary Euro-centric culture? Provide details.
7. **Conservation status:** Discuss the historic and current status of the species, factors that are contributing to its decline, etc. Focus on both global and local conservation status (i.e., some species that are endangered locally may be quite common globally, such as *Puma concolor*).
8. **Conservation recommendations:** Based on the available information, make conservation recommendations for your species. Remember conservation biologists often don't have all the facts! Decisions are often based on incomplete information.
9. **Literature cited:** Provide complete bibliography of all sources used in your paper. The use of peer-reviewed literature is strongly encouraged, but some websites and popular sources are acceptable. In certain cases (e.g., ethnobiology) personal interviews can be an important source of information. These should be included in an appendix. The person interviewed, date, time, and location should be provided for each interview.

Be creative!!! Feel free to modify this outline, but check with me first. There is no page limit to this assignment. I expect thorough coverage of your selected species. This assignment is due on the last day of class, but I will be glad to read drafts and make suggestions before that date.

