

Intro Conservation Biol (LS)

BIOL1120

Instructor Information

Communication Plan

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

I will generally respond to emails within 24 hours of receiving them, but please be aware that I typically don't respond during weekends or after 5pm during weekdays. If there is an assignment due on a Sunday I do check emails periodically during the weekend to respond to questions about it, but not after 5pm on Sundays, so please do not start your assignment last minute if you know you will have questions and expect a response at 11pm at night.

My policy is to get all assignments graded within a week from when the assignment is due, but most things (quizzes, check-in discussions) will be graded quicker than that.

Course Description

Introductory biology course that focuses on the patterns and processes that create biological diversity. Examines causes and consequences of diversity losses from genes-ecosystems. Also analyzes approaches to preventing diversity loss.

Prereq: ENGL 0900 w/C grade or better, or appropriate placement score.

Semester: Spring

Course Learning Environment

As we will learn this semester, all of Earth's ecosystems and species are unique on many levels, just like all of us in this class. Diversity is a default setting for our natural existence, and I want to celebrate that in this course. My hope is that all of us together will create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- No discrimination is tolerated based on anyone's race, gender, sexuality, religion, abilities, English language proficiency or socio-economic circumstances. Please always choose kindness and patience in our class communications, there is space for all of us here.
- If you have a name and/or set of pronouns that differ from those that appear in your Canvas handle, please let me know so I can address everyone in a way that makes them feel comfortable and safe.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in any of the class materials and discussions (by anyone) that made you feel uncomfortable, please talk to me about it. You can email me directly or send feedback via the anonymous open survey on our Canvas site.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to let me know and request extra time on your course work. I want to be a resource for you and help you learn these materials without adding to anyone's level of stress and I promise to treat everyone with compassion.

Course Presentation

This course is classified as a full online course (asynchronous), which means that we will not have live lectures, but that all the lecture material is available for you to view on your own schedule. All of our assignments and quizzes will also be 100% online, including the midterm and final exams unless you would rather test on-campus in one of our testing centers. This course incorporates an interactive and a discussion-oriented approach, where questions and comments can be shared after each chapter. The first half of the semester will be more lecture intensive as we learn about all the biological and general science concepts and during the second half you will get to apply these concepts by participating in more in-depth discussions and your main assignment. Short videos, and web sites will be provided that correspond to and compliment the reading and lecture material. A variety of scientific and popular literature will be covered and discussed. Lectures will be available as YouTube videos and downloadable Power Point presentations on the course's Canvas site.

Course Student Learning Outcomes

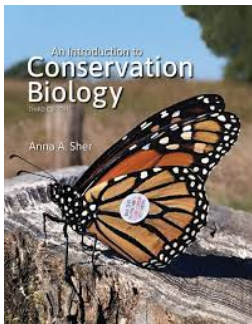
- Acquire a general understanding of the major unifying themes of biology.
- Understand and be able to describe, apply, and integrate the basic concepts of conservation biology.
- Be able to analyze and evaluate the relationships between science and society including the impact of technology.
- Be able to correctly use the general tools of the conservation biologist including computer applications, the internet, and library resources.
- Develop the ability to search for, interpret, and communicate scientific information.
- Develop the ability to communicate (e.g. reading, speaking, listening and writing) effectively about conservation issues.
- Be able to correctly use the general quantitative tools of the conservation biologist.
- Be able to engage in in-class and/or online discussions on various conservation topics where they can understand various viewpoints and be able to provide logic, support, and evidence to back up their claims.

- Acquire various viewpoints on particular conservation topics and how to address them through reading a variety of supplemental material.
- Be able to read and think about science (both popular writing and primary literature) critically and skeptically.
- Be able to think more deeply about the proper role of science in society. That is, how does science contribute to the important debates we have about ourselves and our environment.

Course Prerequisites

Prerequisite: RDG 0900 (with C or above) or appropriate Accuplacer score.

Required Textbook or Materials



Title: An Introduction to Conservation Biology

ISBN: 9780197559079

Authors: Anna Sher

Publication Date: 2022-01-01

Edition: Any edition, pictured is the third edition.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

General Course Policies

Syllabus: This syllabus represents an agreement between you the student and the instructor. It is designed to ensure course integrity and fairness as well as provide students with a clear understanding of course expectations. The instructor and students are expected to use the syllabus and schedule as a guide for the semester. Any deviation from the syllabus or schedule will be discussed and agreed upon by the instructor and students.

Attendance: Since this is an on-line course, “attendance” is not applicable. However, you do need to verify your participation in class during the first week of the semester in all SLCC classes to avoid being administratively dropped. This policy is in place to allow students who are still waiting to add classes to register if there are students who have decided not to attend this semester. We are going to use the please introduce yourself discussion for this purpose so please post there during the first week of the semester. I will check the discussion board on the evening of Tuesday August 27th for “attendance” and make any necessary adjustments to course rosters after that. If you are in any way uncomfortable with posting in this discussion, just send me an email verifying your intent to stay in class and I will also count that as attendance.

Academic Integrity (based on the student handbook at MIT): Academic integrity at its core is about trusting the value of your own work and intellect. Sometimes the pressures of taking multiple classes at once or having several assignments due during the same week can feel overwhelming, and the temptation to take shortcuts can be high. These situations can lead to different types of academic dishonesty, such as plagiarism (copying ideas, data or exact wording without citations), unauthorized collaboration (turning in almost identical work in collaboration with another student) or cheating (turning in someone else’s work or letting someone else turn in your work). My expectation as the instructor is that you approach your work with honesty, and to allow for less stressful deadline and exam situations, I accept late work with reasonable deductions and offer open book quizzes as well as remotely proctored exams so you can take them from home. I do use a software integrated to Canvas (CopyLeaks) to check for plagiarism (including uncited use of generative AI) for your two signature assignments and the remote proctoring software for exams will check your ID and conduct during exams to assure that you are the one taking the tests. Any assignment that is plagiarized will receive a score of zero on the first time, and if there is a second instance of plagiarism the student will receive an 'E' grade for the class.

Due Dates and Late Work Policy: All required assignments/discussions, quizzes, exams and their due dates are given at the beginning of the semester, make sure you check the course schedule and class announcements often for due dates. Due dates reflect the last possible date to earn 100% for the quiz/assignment or discussion, but I allow late work to be turned in at a deduction of 0.06%/hr. This translates to about 10% deduction per each week. The deductions are set automatically in the Canvas gradebook, so there is no need to ask for extended deadlines separately, the system will

calculate the deduction based on when you turn in the work. The midterm and final exams do not have a late work option, they will have to be taken within the week that they are open. The check-in discussions after each chapter do not have due dates other than the Sunday before finals week (Sun. 12/8), so you can participate in those at any time and earn full score.

Drop, Withdraw or Incomplete Grade: Last day to drop from class with refund is September 10th, withdraw without refund is October 27th. A grade of "I" (Incomplete) is at the instructor's discretion and can be given if a student is facing extenuating circumstances preventing them from finishing the semester. In order to receive an incomplete, most of the course work must be completed (e.g. ~75%) with a passing grade.

SLCC Academic Policies: SLCC academic policies may be found in the [SLCC 2024-2025 Catalog](#), and the [Code of Student Rights and Responsibilities](#).

Description of Assignments/Exams

Your grade will be based on the following:

1. Online Quizzes (4)
2. Assignments (3)
3. Discussions (2+9)
4. One Midterm (1) and Final Examination (1)

1. QUIZZES (25 pts each - 100 pts total)

Four on-line quizzes will be given over lecture-related materials. Quizzes are designed to emphasize and clarify important topics and to develop a general comprehension of the material. Quizzes will be a blend of objective (multiple-choice, matching, and true/false questions) and subjective (short answer, lists, problem solving etc.) questions. Figures and diagrams from the assigned readings may also be incorporated into the quizzes.

2. ASSIGNMENTS (80 points total)

We have three “on-paper” assignments in this class, the ePortfolio Signature Assignments are 2 and 3 below.

1. Introduction to Biology Worksheet (20 points) - Students will complete and submit a worksheet over the introductory lectures for General Biology. This is a self-reviewed assignment but in order to get full points you must submit a fully completed paper by the due date. A key to the correct answers will be posted after the due date and students can use it to correct any mistakes that were made.
2. Signature Assignment 1: Exponential Population Growth (20 points) - Students will complete and submit a short assignment that demonstrates exponential population growth. As part of this assignment, students will be required to create and submit a graph using a computer program such as Excel. Must be posted on your ePortfolio for full credit.
3. Signature Assignment 2: The Land Ethic Reflection Paper (40 points) - Students will be required to read “The Land Ethic from: A Sand County Almanac, With Essays on Conservation from Round River” by Aldo Leopold, 1949 (~14 pages). You can check this paperback out at almost any local library or find it at most used book stores or even on the Internet. I will also provide a pdf. file under Course Materials. This reflection paper is a way for you to develop your own ideas and thoughts about the essay and how we view the natural world. It will also help you build your critical thinking skills and improve your writing skills as part of your general education. Must be posted on your ePortfolio for full credit.

3. CHECK-IN DISCUSSIONS (45 points)

There are nine check-in discussions (5 points each) in this course, each of them occurs at the end of a chapter and consists of a short comment or a question related to the chapter.

4. SPECIAL TOPIC DISCUSSIONS (50 points):

Two special topic discussions will be held during the second half of the semester. Each will involve supplemental readings and/or videos. Students will need to answer a variety of questions related to the readings and videos and be prepared to discuss on-line.

5. EXAMINATIONS (185 pts):

Exams will be remotely proctored or taken at one of the online testing centers on campus. If you reside outside of the greater Salt Lake City area and want to test in-person, arrangements can be made in advance of the examination date. Please refer to the below link for in-person testing procedures:

<http://www.slcc.edu/online/testing-info/index.aspx>

One midterm examination (85 pts) and one final comprehensive examination (100 pts) will be given. Exams will primarily consist of objective questions (multiple choice, true/false and matching). Figures, diagrams, and short essays from the assigned readings may also be incorporated into the exams. You should be able to draw and label diagrams as well as explain them. Some questions may require that you use the basic quantitative skills discussed in lecture.

EXTRA CREDIT OPTIONS (you can pick TWO of the following for a maximum of 40pts):

- Field Trip (25 points): Students may visit ONE of the following (virtual field trips are fine!):
 - a zoo, (e.g. Hogle's Zoo)
 - an aquarium (e.g. The Living Planet Aquarium)
 - a botanical garden or arboretum (e.g. Red Butte Gardens)
 - one of several wildlife reserves, preserves, or refuges (E.g. Bear River Migratory Bird Refuge, Ouray National Wildlife Refuge, Great Salt Lake Shorelands Preserve, Red Cliffs Desert Reserve, Fish Springs Wildlife Wetland Reserve, Ogden Nature Reserve etc.). The student will be required to answer questions and provide a field trip summary as per the extra credit

assignment instructions. If you wish to visit a different place prior approval is REQUIRED.

- Extra credit discussion (20pts): Current Topics in Conservation. This is a semester-long discussion board where students and instructor can all share current articles and news stories relevant to conservation.
- Museum of Ancient Life (20 points): Students may visit this museum located near Thanksgiving Point in Lehi, Utah. The student will be required to answer questions and provide a summary per the extra credit assignment instructions.
- The Lorax assignment (15 pts): Students will either read or view the video and then answer questions related to “The Lorax” by Dr. Seuss.
- Other: Instructor may announce various opportunities (e.g. discussions, lectures, documentaries, current news etc.), as they arise throughout the semester. Extra credit options are offered to demonstrate how Conservation Biology relates to the real world as well as to provide students a chance to earn additional points for those lost on required course items. Extra credit options in addition to those listed above or announced in class will not be accepted.

Please refer to the Class Schedule file for dates for quizzes, exams and assignments.

Grading Scale

Tentative Grading Scale:

A : 460 - 430 (93%) A- : 429 - 415 (90%) B+ : 414 - 400 (87%)

B : 399 - 385 (84%) B- : 384 - 370 (80%) C+ : 369 - 355 (77%)

C : 354 - 340 (74%) C- : 339 - 325 (70%) D+ : 324 - 310 (67%)

D : 309 - 295 (64%) D- : 294 - 275 (59%) E : 274 or fewer pts (<59%)

NOTE: Use the above grading scale as a guideline during the semester. The final grading scale will be determined after the final exam. Past experience has shown that the final grading scale will be very close to this one.

General Education Information

This course fulfills the Life Science (LS) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolio Statement: Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <http://www.slcc.edu/eportfolio>

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. For lab hours and locations please look at the following site: <https://www.slcc.edu/eportfolio/lab.aspx>

College Wide Student Learning Outcomes

SLCC has identified nine essential capacities all students should strengthen, regardless of academic major or career plans, that will serve students in all aspects of life.

- Acquire substantive knowledge in the intended major and throughout General Education
- Communicate effectively
- Develop quantitative literacies necessary for the chosen field of study
- Think critically
- Express themselves creatively
- Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners
- Develop the knowledge and skills to work with others in a professional and constructive manner
- Develop information literacy
- Develop computer literacy

How to Navigate to Canvas

Free STEM Tutoring

STEM Learning provides free tutoring services and textbook checkout to students enrolled in various courses offered by the School of Science, Math, and Engineering.

Tutoring is provided as a drop-in service only, except in certain circumstances.

Please visit <https://www.slcc.edu/stem/tutoring/index.aspx> for more information!

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Anonymous feedback survey	Quiz	0
	Class Material Questions	Discussion	0
	Please Introduce Yourself!	Discussion	0
	Practice Quiz	Quiz	0
	Practice Submitting an assignment	Assignment	0

Due Date	Assignment Name	Assignment Type	Points
	Respondus Practice quiz - Requires Respondus LockDown Browser + Webcam	Quiz	0
9/2	Office hour survey	Quiz	0
9/4	Intro to Biology Worksheet	Assignment	20
9/8	Quiz 1	Quiz	25
9/22	Quiz 2	Quiz	25
10/6	BIOL1120 (Valdez) - Fall 2024 Midterm Exam - Requires Respondus LockDown Browser + Webcam	Quiz	85
10/13	Population Growth Assignment	Assignment	20
10/23	Discussion #1: Global Climate Change	Discussion	25
10/27	Quiz 3	Quiz	25
11/10	Land Ethic Reflection Paper	Assignment	40
11/17	Quiz 4	Quiz	25
12/4	Discussion #2: TBD	Discussion	25
12/8	Chapter 1 Check-In	Discussion	5
12/8	Chapter 2 Check-in	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
12/8	Chapter 3 Check-In	Discussion	5
12/8	Chapter 4 Check-In	Discussion	5
12/8	Chapter 5 Check-In	Discussion	5
12/8	Chapter 6 Check-In	Discussion	5
12/8	Chapter 7 Check-In	Discussion	5
12/8	Chapter 8 Check-In	Discussion	5
12/8	Chapter 9 and 10 Check-In	Discussion	5
12/8	Extra Credit - Current Topics in Conservation	Discussion	0
12/8	Extra Credit - Field Trip	Assignment	0
12/8	Extra Credit - Museum of Ancient Life	Assignment	0
12/8	Extra Credit - The Lorax Assignment	Assignment	0
12/15	BIOL1120 (Valdez) - Fall 2024 Final Exam - Requires Respondus LockDown Browser + Webcam	Quiz	100