

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: WIS 2040 - Wildlife Issues in a Changing World

B.) Credit Hours: 03

C.) Prerequisites: None

D.) Current Classification

1. General Education Code: B C D H M N P S None

2. Gordon Rule (Writing): E2 E4 E6 None

3. Gordon Rule (Math): M None

Requests:

II. General Education

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2011 (year)

Or

1-time Approval _____ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.]

III. Gordon Rule

A.) Requested Classification for course E2 E4 E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

4.) Assessment

a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?

- b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?
- c.) Will a published rubric be used?

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.


A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

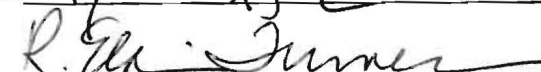
B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): 
 Date 2/3/2011

B.) Department Approval: 

C.) College Approval: 

D.) Committee Action: Approved Denied Tabled Date _____

WIS 2040 (Wildlife Issues in a Changing World) New Catalogue Description:

An introduction to the biological and ecological basis of wildlife issues and the pathways humans use to resolve these issues throughout the world. Topics include: major animal phyla; evolutionary history of vertebrates; state, federal and international agencies that manage wildlife worldwide; impacts of human activities on wildlife. (B)

WIS 2040: WILDLIFE ISSUES IN A CHANGING WORLD

Fall 2011

Section 4580X

Carleton 100

Tue: per 4; Thru: Per 4-5.

Professor:

Dr. Michael P. Moulton
303 Newins-Ziegler Hall
846-0571
[moultonm@ufl.edu]

Teaching Assistant:

TBA
303 Newins-Ziegler Hall
846-0573 *
[wis2040ta@wec.ufl.edu]

*The voice mail system on our phone has very limited space. If you wait until the last minute to call us the voice mail may be full.

Course Content:

This course is designed specifically for students who wish to gain knowledge of selected issues affecting the future of biological diversity in the state, national, and international levels.

Course Learning Objectives: This course satisfies 3 credits of the University of Florida's General Education requirement for Biological Science. As a General Education Biological Sciences course, WIS 2040 provides instruction in basic concepts, theories and terms of the scientific method. Major developments in Ecology and Conservation and their impacts on society and the environment are explored. As a General Education course in International studies students will learn about differences in cultural values and norms toward wildlife around the world. The importance of geography on ecosystems and humans will be explored so that students will be able to contrast their values and cultural norms with those of people in different parts of the world.

After this course students will be able to:

- Illustrate basic concepts, theories, and terminology of natural science, including the evolutionary basis for phylogeny and the scientific method;
- Appreciate and understand major scientific developments in wildlife ecology and conservation, as well as basic concepts and scientific principles of wildlife ecology and management and their individual impacts on society and the environment
- Understand how the scientific method works and how to use the scientific method to analyze and resolve wildlife issues
- Describe the underlying biological basis for wildlife issues involving species from different kingdoms.
- Understand the negative impact of Bear Parks in Japan to wild Asian bear populations, in which bears are mistreated for human entertainment purposes, and describe bear farms in China where bears are kept in cages and have their bile harvested for use in Traditional Chinese Medicine
- Understand why the Ivory Ban was imposed by CITES (Convention on International Trade in Endangered Species) in 1989 and they will appreciate the arguments advanced recently by nations in southern Africa – South Africa, Botswana, Zimbabwe, Namibia, for a one time sale of stockpiled ivory.
- List examples of commercial harvest of wildlife around the world (e.g. kangaroos in Australia; European Hares in Argentina)
- Describe the impact of farming practices on birds in Britain. Some species have increased but many have declined and ornithologists place the blame on newly imposed (post EU) farming practices.
- Appreciate problems caused by introduced species such as feral cats in Australia and the efforts to manage feral cats.
- List five examples of international agreements conceived of for managing wildlife populations, such as Atlantic swordfish, sea turtles, whales, various species of tuna and Patagonian Toothfish.
- Appreciate the negative impact of shark-finning (where people cut the fins off live sharks and toss the shark overboard) on populations of sharks around the world and how conservation groups in Singapore have run television ad campaigns to discourage people from buying shark fin products.
- Illustrate the diversity of amphibians, reptiles, birds and mammals and list examples of commercial use for these around the world
- List examples of the importance of trophy hunting to local economies and societies in Africa, South America and Mexico

Course Materials

1. Lecture Guide – The lecture guide (which is a ton of notes) can be downloaded from the e-learning site under Course Content. The lecture guide includes material

that will be covered on some of the exercises (see below). The lecture guide is free of charge so I will assume that each student has a copy and there will be questions on the in-class exams from this lecture guide.

2. A course software packet is available for purchase through the eLearning Sakai site under **Web Links**. The packet includes three reference reading chapters entitled (1) *Wildlife In America* (2) *Functional Components of Ecosystems* and (3) *Ecosystems and Wildlife of Florida*) eighteen Topics (or Presentations) with audio recordings; Test-banks for self-study for all the reference chapters and topics, and the Homework assignments (see below) that will constitute **30%** of your overall grade. This packet is not required, all content is available on reserve at the Marston Science Library, and students may complete all assignments in a hard copy form – see the instructor.

Course Policies

1. Students with disabilities should inform the instructor as soon as possible and make an attempt to sit near the front of the class.
2. We do not discuss grades over email or the telephone. If you have questions concern regarding your grade come and see us in Newins-Ziegler Hall (303).
3. Avoid sending email messages that cannot be answered with a few words. In other words If you have issues that require any discussion whatsoever, you must come in and see us.
4. Make-up exams must be taken no later than one week after the scheduled exam date, or by permission of the instructor. Students who do not make up an exam in this time period must take the optional final to replace it.

Grades

Your grade will be based on (A) In-class closed book exams (2 at 20 points each = 40 points) + (B) On-line Computer Exercises (2 at 15 points each = 30 points) + (C), Homework Assignments turned in electronically that cover 18 Topics (30 points)

A. Paper Exams (2 @ 20 points each = 40 points) These exams will be held during regular class time (see below for dates and time). Each exam will have 50 questions.

B. On-line Exercises (2 @ 15 points each = 30 points) There will be two on-line exercises, each will be worth 15 points. These exercises will each have 50 questions, and students will have 60 minutes to complete these during a fixed time span (see below).

C. HW Assignments. (The assignment is to answer *all* the questions in each of the 18 test banks correctly at least once = 30 points). The homework assignments involve answering **all the questions** in each of the 18 test banks. None of the test banks has just 10 questions, but as the program was designed as a study tool each time you hit the “Start” button in the software you are given just 10 questions. When you answer these 10 you hit the “Grade” button to see how many you have answered correctly. A test bank is completed when the box below and to the left of the “Start / Grade” button says “Items Remaining 0”.

Coverage for Paper Exams:

Exam I (October 6, 2011) will cover lecture guide sections 1-12, all lecture material through Sep. 29, films 1-5 (see schedule under Course Content button on eLearning), course Software Topics 1-9, Reference Chapters (in course software under, “View Textbook Material”) entitled “Wildlife In America” (all sub-sections)

Exam 2 (December 1, 2011) will cover lecture guide sections 13-24, all lecture material from Oct. 11 – through Dec., films 6-12, course Software Topics 10 -18, Reference Chapters (in course software under, “View Textbook Material”) entitled ‘*Functional Components of Ecosystems*’; and ‘*Ecosystems and Wildlife of Florida*’.

Optional Final Exam (TBA 2011; in Carleton unless otherwise noted) – The comprehensive (and closed book) optional final exam may be used to substitute for Paper Exam 1 or 2. Note: The proctors will leave as soon as everyone in attendance finishes the exam. Students will have one hour to complete the exam.

Coverage for On-Line exercises:

1. On-Line Exercise 1 (must be taken before October 6, 2011) will cover Course Software Topics 1-9, Reference Chapter 1 (Wildlife In America); but will not have any in-class material.

2. On-Line Exercise 2 (must be taken before December 9, 2011), will cover Course Software Topics 10-18, Reference Chapters 2 (Functional Components of Ecosystems) and 3 (Ecosystems and Wildlife of Florida).

Homework Assignments:

There are 3 homework assignments that cover the 18 Topics in the software packet.

The coverage for each assignment and target dates are:

Assignment 1: (Sept. 22) Topics 1-6

Assignment 2: (Oct. 20) Topics 7-12

Assignment 3: (Nov. 22) Topics 13-18

***Note:** These dates are only listed here to help you keep pace with the class.

Grading Scale:

Grade	Percentage
A	90 - 100
B+	85 - 89
B	80 - 84
C+	75 - 79
C	70 - 74
D+	65 - 69
D	60 - 64
E	< 60

Note: I do not assign minus grades: Please go to the following site for information on the number of grade points for each grade:

<<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>>

Phone calls and messages:

The best way for students to get a message to a TA or the instructor is to come to office hours (Wildlife Issues Office Newins-Ziegler 303). Feel free to telephone either the instructor or the TAs, arrange to meet outside of class, or email us. When contacting the instructor or any of the TAs by e-mail, phone message or note, please remember to keep it brief and include your name, UF ID, and contact information.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 2010-2011 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)

Attention Deficit Hyperactivity Disorder (ADHD)

Eating Disorders Program

Employee Assistance Program

Suicide Prevention Program

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Course Schedule WIS 2040 -- Sec 4580 -- Fall 2011

	Schedule	Lecture Guide Readings
Aug 23	Course Overview: Top 5 List / Resolving issues; Propaganda; globalization of the media (internet) and wildlife issues.	Section 1
Aug 25	What is Wildlife? Classifying wildlife, How International agreements work. Five Kingdoms and the Lower Invertebrates.	Section 2-5
Aug 30	Protista: Red tides; and the White Cliffs of Dover	Section 6
Sep 1	Fungi and fungal Issues – Benlate, truffles and the Salem Witchcraft affair -- Film 1	Section 7
Sep 6	Invertebrates – Sponge trade; tapeworms, round worms; box jellyfish and Cannonball jellyfish; Scallops and scalloping	Section 8
Sep 8	Higher invertebrates – Deuterostomes – role of sea stars Paine’s experiment - Film 2	Section 9
Sep 13	Chordates, Agnathans. Lamprey invasion of the Great Lakes; where they came from and how to control them	Section 10
Sep 15	Cartilaginous and Bony Fishes / Harvesting Sharks for cartilage and Shark Fin soup -- Film 3	Section 11
Sep 20	Bony Fishes; Swordfish, Asian Carp / Patagonian Toothfish harvest / the IATTC; CCAMLR: ICCAT	Section 12
Sep 22	Amphibian origins and evolution / the Chytrid fungus and amphibian declines – the <i>Xenopus</i> connection? -- Film 4	Section 13
Sep 27	Amphibians - modern groups and issues; deformations, pollutants and sex changes, global declines	Section 14
Sep 29	Reptile origin and evolution – the importance of epidermal scales and the amniote egg -- Film 5:	Section 15

Oct 4	Reptiles - modern groups and issues; farming reptiles for profit (skins and meat) and conservation / Iguanas, crocodiles, tegus and snakes	Section 16
Oct 6	Exam 1	
Oct 11	Origin and evolution of Birds; What happened to the moa? Humans and Pacific island avian extinctions	Section 17
Oct 13	Modern bird groups and issues / the Cerulean Warbler - Audubon versus the USFWS -- Film 6	Section 18
Oct 18	Mammal origins and evolution / Modern groups	Section 19
Oct 20	Mammal issues - feral cats in Australia / Devil Facial Tumor Disease -- Film 7	Section 19
Oct 25	Wildlife Management; methods for estimating population sizes; observations / perceptions / decisions and actions	Section 20
Oct 27	Hunting - is it really a management tool? FNAWS and SCI and how they generate funds for local communities - Film 8	Section 21
Nov 1	Fragmentation; edge effects, the impact of predators on Neotropical migrants / the Brown-headed cowbird and Kirtland's Warbler	Section 22
Nov 3	Habitat change - succession and deforestation; The prairie grouse of Michigan -- Film 9	Section 22
Nov 8	Farming and Wildlife; Dead Zones and Coastal issues; Forestry practices and habitat management	Section 23
Nov 10	Ranching and Wildlife; wildlife ranching in Namibia and the US -- Film 10	Section 23

Nov 15	Non-indigenous Species 1 -- Improving on nature? Which species are introduced and their effects	Section 24
Nov 17	Non-indigenous Species 2 – efforts and methods for controlling and managing non-indigenous species / Film 11 LOM -- Opportunists	Section 24
Nov 22	Overkill – Passenger Pigeons, Bison, the Great Auk	Section 25
Nov 24	No Class – Thanksgiving Holiday	
Nov 29	Wildlife Products – Clothing, food and knick-knacks. Kangaroo scrotum pouches and meat; Traditional Chinese Medicine	Section 25
Dec 1	Exam 2	
Dec 6	Course Evaluations	
Dec. 10; 12-16	Optional Final Exam TBA Carleton 100	

Wildlife Issues in a Changing World (WIS 2040)

International Learning Objectives

After this course students will be able to:

- Understand the negative impact of Bear Parks in Japan to wild Asian bear populations, in which bears are mistreated for human entertainment purposes, and describe bear farms in China where bears are kept in cages and have their bile harvested for use in Traditional Chinese Medicine.
- Understand why the Ivory Ban was imposed by CITES (Convention on International Trade in Endangered Species) in 1989 and they will appreciate the arguments advanced recently by nations in southern Africa – South Africa, Botswana, Zimbabwe, Namibia, for a one time sale of stockpiled ivory.
- List examples of commercial harvest of wildlife around the world (e.g. kangaroos in Australia; European Hares in Argentina)
- Describe the impact of farming practices on birds in Britain. Some species have increased but many have declined and ornithologists place the blame on newly imposed (post EU) farming practices.
- Appreciate problems caused by introduced species such as feral cats in Australia and the efforts to manage feral cats.
- List five examples of international agreements conceived of for managing wildlife populations, such as Atlantic swordfish, sea turtles, whales, various species of tuna and Patagonian Toothfish.
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- Illustrate the diversity of amphibians, reptiles, birds and mammals and list examples of commercial use for these around the world
- List examples of the importance of trophy hunting to local economies in Africa, South America and Mexico