Objectives:
This course is an introduction to the diverse and fascinating discipline of conservation biology. The following objectives will be addressed through readings, presentations, discussions, and analyses.
1. To refine critical scientific thinking skills including the analysis of peer-reviewed scientific literature.
2. To enhance communication skills and learn how to effectively incorporate feedback.
3. To explore some of the content associated with conservation biology and familiarize ourselves with the linkages between research, application, management, and social context.
4. To learn about local conservation issues facing Canada.
5. To demonstrate mastery of the content developed in the course.

Instructor:  
Dr. Christopher Lortie  
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Teaching assistant:  
Anya Reid  
anyareid@yorku.ca

Prerequisites:  
Plants (2010), Animals (2030), & Genetics (2040)

Office hours:  
(i) Available M&W in LB 218 from 1030am-12.  
(ii) By appointment.

Important student information:
Please see the following links for the academic honesty:
and general information:
http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

Specific policy on assignments:
Late assignments will not be accepted without explicit a priori permission of the instructor.  
All assignments must be double-spaced and typed & must be emailed to the teaching assistant.

Structure:  
A learner-centred approach will be adopted with a strong emphasis on the primary scientific literature. The course is comprised of three major sections including principles, contemporary topics, and application to the urban context. The first component of the course will be presented by Dr. Lortie developing the conceptual context, common skill base, and principles to be used throughout. The second sections of the course will be developed by a mixture of lectures, student presentations, and activities. Discussion will be strongly promoted and adequate time provided where appropriate. This structural approach directly addresses objectives 1, 2, & 3. Each topic explored by groups must be related to Canadian issues to ensure that we begin to develop an understanding of local issues (objective 4). Finally, the content objective #5 will be evaluated by term tests.

A facebook group has been set up for the labs, and after every lecture, students will be selected at random to comment on the lecture and this will be posted on youtube.

Readings:
Readings: Mandatory readings will be assigned throughout the term online, and students are expected to do additional readings as discussed in the evaluation section. Hence, please try to be paper-free.

Marking keys:
This course adopts a transparent grading process for each assignment, i.e. not only should the student know the overall value of each assignment but also how the assignment is marked in detail. As such, marking keys will be made available on the website in advance. The two lab reports are scaled in value from 10% for the first to 20% for the second so that you can improve on your performance from the first report.

Evaluation:
Terms tests (x2 @ 20% each)  
Lab reports.  
Participation & attendance.  
Presentation & hand-out  
40%  
30%  
10%  
20%
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td><strong>Theory</strong></td>
<td><strong>The basic principles are covered in this section of the course.</strong></td>
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<tr>
<td>Sept 11.</td>
<td>No class. If you do show up, we will do Q&amp;A.</td>
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<tr>
<td>Sept 18.</td>
<td>(a) Introduction to Cons Bio. Goals, syllabus, &amp; working groups.</td>
<td>Get into groups, plan experiment for next week. Discuss readings.</td>
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<td></td>
<td>(b) Critical scientific thinking &amp; graphs.</td>
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<tr>
<td>Oct 23.</td>
<td>(a) Population genetics. (b) Genetic conservation.</td>
<td>Do experiment #2.</td>
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<tr>
<td>Oct 30.</td>
<td><strong>Term test #1 on theory and readings to date.</strong></td>
<td>Analyze data in lab. Plan report #2.</td>
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<tr>
<td><strong>Application</strong></td>
<td><strong>Topical issues in conservation are discussed in this section.</strong></td>
<td></td>
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<tr>
<td>Nov 13.</td>
<td>(a) Invasive species. (b) Global climate change.</td>
<td>Work on presentation.</td>
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<tr>
<td>Nov 20.</td>
<td>(a) Genetically modified organisms. (b) Habitat fragmentation.</td>
<td>Work on presentation.</td>
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<tr>
<td>Nov 27.</td>
<td>(b) Urban ecology. (b) Wild animals.</td>
<td>Work on presentation.</td>
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<tr>
<td>Dec 4.</td>
<td><strong>Term test #2 on issues and readings provided in this section.</strong></td>
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