

**BIOL 4015 (Sec 1) - Conservation Biology**  
**Spring 2004**  
**Course Syllabus**

- Instructor:** Dr. Carol Corbat
- Catalogue Description:** Prerequisite: BIOL 1201, 1202 (3153 recommended). Application of principles of ecology, evolution, and genetics to conservation. Emphasis on threats to biodiversity and habitats as well as management solutions for these threats.
- Course Objectives:**
1. Students will understand the concept of biodiversity and be able to articulate its value.
  2. Students will be familiar with the major threats to biodiversity at both the population and system levels.
  3. Students will understand the relationship between genetic diversity and biodiversity.
  4. Students will be aware of and understand some of the management applications that can be used to preserve biodiversity.
  5. Students will understand the historical context for the emergence of the discipline of conservation biology.
  6. Students will be able to discuss some of the major issues currently being dealt with by conservation biologists.
- Office Hours:** MWF 8:30 in Science 111. I am also available lots of other times including evenings and weekends if you just ask me for an appointment. My administrative office is in Library 204.
- Contact Info:** 473-6496 (office) or 776-1866 (home; before 9:00 p.m. please)  
473-6548 (fax)  
Email: [ccorbat@lsua.edu](mailto:ccorbat@lsua.edu)
- Blackboard:** There is a Blackboard site for this course. You are expected to check the site frequently. On this site you will find announcements, due dates, assignments, links of interest, and other course materials. You can also check your grades there. If you want me use an email address other than your LSUA address, you must go into Blackboard and change your email address.
- You can access Blackboard from the LSUA home page or (<http://lsua.blackboard.com>). You will have to login and then choose this course. If you have problems accessing Blackboard, go to the Electronic Resource Center (next to the Conference Center Building).
- Attendance Policy:** Attendance is expected. Success in the course is very unlikely without regular attendance. However, you will not be dropped from the course for nonattendance. **If you stop attending class but do not process the paperwork to drop the course, you will receive an F.**

- Textbook:** Conservation Biology: Foundations, Concepts, Applications by Fred Van Dyke; Published by McGraw Hill
- Other Readings:** There will be many other readings assigned throughout the semester.
- Exams:** There will be three regular exams and a comprehensive final exam. All exams will be worth 100 points. The exams will be primarily discussion questions.
- Makeup Exams:** Makeup exams will be given only for excused absences. An excused absence includes illness sufficiently severe to require a visit to a doctor, or death in the immediate family. **Documentation will be required.**
- Other Graded Materials:** Research paper: Each student will be required to write a research paper and to give a presentation on their paper. The paper will be worth 100 points and the presentation will be worth 25 points.
- Participation: Discussion is a huge part of this course. Each student will be graded subjectively by the instructor as to his/her participation in class discussions. Participation is worth 50 points. Obviously, one must be present to participate, so absence will detract from the participation grade.
- Discussion leader: At some point in the course, each student will be assigned an outside reading for which he/she will lead the discussion in class. The student's preparation for and performance of discussion leader duties will be subjectively rated by the instructor and will be worth 25 points.
- Due Dates:** Dates for assignments and exams will be announced in class and posted on Blackboard.
- Late Work:** The only late work accepted will be the research paper. From whatever score the paper receives, 10 points will be subtracted for each calendar day the paper is late.
- Extra Credit:** There are no projects, papers, etc. for extra credit. There will likely be bonus points incorporated on some tests. However, as research has shown that students who are involved outside of class at their college are more successful students, each student will have the opportunity to earn 10 extra points for campus involvement. Details will be posted on Blackboard.
- Grading:** The only basis for your grade is your performance in the course. Grades will be based on the percentage of the total points available that you accumulate. The total points available is: 300 (exams) + 100 (final) + 100 (paper) + 25 (presentation) + 50 (participation) + 25 (discussion leader) = 600 pts.  
A= 90-100% (540-600 pts.)  
B= 80-89% (480-539 pts.)  
C= 70-79% (420-479 pts.)  
D=60-69% (360-419 pts.)  
F= below 60% (<360 pts.)

**Expectations:**

This is a senior-level course for Biology majors. I expect you to do the assigned readings and to come to class prepared. I expect you to attend each class and participate to your fullest ability. I expect you to contact me if you are absent and to take responsibility for the material missed. I expect you to approach the material thoughtfully and critically. This is particularly important for exams. I will expect your answers to discussion questions on the exams to be well thought out, well written, to convey a depth of understanding of the material and issues discussed, and to reveal your ability to make connections between concepts even if those connections have not been directly discussed. In short, I expect you to exhibit a higher level of understanding and critical thinking and a greater level of sophistication in your answers than you would in lower-level courses.

**Any changes to this syllabus or course outline and schedule will be announced in class and posted on Blackboard.**

**Biology 4015  
Topical Outline**

<u>Topic</u>	<u>Reading</u>
Introduction and Historical Perspective	Chapters 1 & 2 & 5
Values and Ethics in Conservation Biology	Chapter 3
Biodiversity	Chapter 4
Genetic Diversity	Chapter 6
<b>FIRST EXAM</b>	
Conservation of Populations and Genetic Diversity	Chapter 6 & 7
Conservation of Terrestrial Habitats	Chapter 8
Conservation of Aquatic Systems	Chapter 9
Ecosystem Management	Chapter 10
<b>SECOND EXAM</b>	
Restoration Ecology	Chapter 11
Sustainable Development	Chapter 12
Future trends in Conservation Biology	Chapter 13
<b>THIRD EXAM</b>	

Readings are from: Van Dyke, Fred. 2003. Conservation Biology: Foundations, Concepts, Applications.  
McGraw-Hill, New York.

Outside readings will be assigned.

## LSU Alexandria

SPCH 1061, section 9  
Speech Fundamentals  
Spring 2003  
TTh 8:00 a.m.-9:15 a.m.

**Instructor:** Richard Gwartney  
**Office:** Chambers 126  
**Office phone:** 473-6467  
**Email:** rgwartney@lsua.edu

### Office hours:

Monday-Thursday, 9:30 a.m.-11:00 a.m., Friday 10:00 a.m.-11:00 a.m., Monday 1:00 p.m.-2:00 p.m., Tuesday, 1:30 a.m.-2:30 a.m., Thursday 5:00 p.m.-6:00 p.m., or by appointment.

### Required Text:

Pearson, Judy C., and Paul E. Nelson, An Introduction to Human

Communication. 8th ed. New York: McGraw-Hill, 2000.

### Additional required materials:

9X12 clasp envelope, package of white index cards (3X5 or 4X6), black loose-leaf notebook

**Catalog Description:** An introduction to the basic concepts and techniques of intrapersonal, interpersonal, and public communication, with opportunities for communication skills acquisition and practice. Three hours of lecture/performance each week.

### Course Objectives:

- increase communication competence
- develop specific communications skills
- development and maintenance of interpersonal relationships
- exploration of intercultural communication
- sharpen research skills and ability to organize information
- find self-confidence in both interpersonal and public communication situations

### Attendance Policies:

- ✓ your attendance is essential
- ✓ you will receive a grade for attendance—each day you are absent I will deduct **four** points from your attendance grade—you will take this deduction for **excused or unexcused** absences—**point deductions begin after you have been absent two times**
- ✓ if you miss a performance day you will receive an additional 5 point deduction for that assignment

- ✓ excessive tardiness (more than 15 minutes) will count as an absence

**Classroom Decorum:**

1. All cell phones, pagers, and any other electronic communications devices must be **turned off** during class. No exceptions.
2. Your fellow classmates and you have paid for the privilege of being in this class. I expect you to respect one another.
3. Eating and drinking are not allowed during class.

**Make-up Work/Late submissions:** All make-up examinations and performances will be administered outside the regular class schedule and must be accomplished within **one week** of the originally scheduled time. **A twenty point deduction will be taken on performances given or exams taken for each class period the performance or exam is delayed.** In other words—if you are not “ready to give your speech” I will deduct 20 points from your total grade for that assignment each day you “aren’t ready”. Similarly, each day you delay taking a make-up exam will result in a twenty-point deduction. **If five school days pass before you arrange a make up time you will not be allowed to make up the work and you will receive a zero on the assignment.**

**Assignments:** Examinations/presentations for the semester and their point values are as follows:

<u>Project</u>	<u>Maximum points</u>	<u>Points Earned</u>
<b>Written Examinations</b>		
Exam #1	100 points	_____
Exam #2	100 points	_____
Exam #3	100 points	_____
<b>Speeches/Presentations</b>		
<b>Self Introduction</b> (2 min)	10 points	_____
<b>Informative Speech (4-6 minutes; 125 points total)</b>		
Speech	70 points	_____
Outline	10 points	_____
Note cards	10 points	_____
Research	10 points	_____
Peer reviews (5)	25 points	_____
<b>Interview</b>	75 points	_____
<b>Persuasive Speech (5-7 minutes; 135 points total)</b>		
Speech	75 points	_____
Outline/Note cards	15 points	_____
Research	20 points	_____

Peer reviews (5) 25 points \_\_\_\_\_

**Oral Performance Reading (6-8 minutes; 75 points total)**

Presentation 75 points \_\_\_\_\_

**Final Speech (7-10 minutes; 180 points total)** [May be an Informative, a Persuasive, or a Demonstration speech. You must include the use of **visual aids**]

Speech 75 points \_\_\_\_\_

Outline/note cards 20 points \_\_\_\_\_

Research 20 points \_\_\_\_\_

Visual Aids 40 points \_\_\_\_\_

Peer reviews (5) 25 points \_\_\_\_\_

**Attendance** 100 points \_\_\_\_\_

**Total** **1000 points** \_\_\_\_\_

**Grading Scale:** 930-1000 A  
859-929 B  
788-858 C  
717-787 D  
0-716 F

**Daily Schedule**

**Please Note:** All topics for speeches and materials for oral performance reading must be approved by the instructor at least one class period before your presentation. Failure to get approval will result in an automatic 15 point deduction from the total points collected for the speech or reading in question.

**About the Daily Schedule:** We will attempt to stay maintain the Daily Schedule as listed. Depending on the quality of discussion and the size of the class, some adjustments may necessarily have to be made. Exam dates will not change. Coverage for each exam will be modified to match materials covered.

Daily Schedule

Tuesday January 21 Introduction to Course, Self Evaluations

Thursday January 23\*\* Lecture: Chapter 1

Tuesday January 28 Lecture: Chapter 2, Self-Introductions

Thursday January 30 Lecture: Chapter 2 cont'd, Self-Introductions

Friday January 31 *ESP—"for colored girls who have considered suicide/when the rainbow is enuf" opens, Annex*

Tuesday February 4\*\* Lecture: Chapter 3 and 4

Thursday February 6 Lecture: Chapters 5 and 6

Tuesday February 11 **Examination #1:** Chapters 1-6

Thursday	February 13	Lecture: Chapter 15
Tuesday	February 18	Lecture: Chapter 15 cont'd
Thursday	February 20	Lecture: Chapter 13
	<i>ESP production of <u>Vieux Carre opens</u>, P.E. 205</i>	
Tuesday	February 25	<b>Informative Speeches</b>
Thursday	February 27	<b>Informative Speeches</b>
Tuesday	March 4	no class, Mardi Gras
Thursday	March 6	<b>Informative Speeches</b> , Lecture: Appendix (Interviewing pp. 459 -477)
Tuesday	March 11**	Lecture: Chapters 11 and 7
Thursday	March 13	Lecture: Chapter 7 cont'd, Chapter 10
	<i>Monday, March 17 ESP Speak Easy Fundraiser</i>	
Tuesday	March 18	<b>Examination #2:</b> Chapters 7,10, 11, 13, 15, and appendix
Thursday	March 20	Lecture: Chapter 16
Tuesday	March 25	<b>Persuasive Speeches</b>
Thursday	March 27	<b>Persuasive Speeches</b>
Tuesday	April 1 **	<b>Persuasive Speeches</b>
Thursday	April 3	Lecture: Oral Performance of Literature
Tuesday	April 8	Lecture: Chapter 14
Thursday	April 10**	<b>Oral Performance of Literature/Readings</b>
Tuesday	April 15	no class, Spring break
Thursday	April 17	no class, Spring break
Tuesday	April 22	<b>Oral Performance of Literature/Readings</b>
Thursday	April 24	Review for Final Speeches
Tuesday	April 29	Lecture: Chapter 12
	<i>Wednesday, April 30 ESP <u>Measure for Measure opens</u>, Quadrangle</i>	
Thursday	April 31	<b>Final Speeches</b>
	<i>Friday, May 2 Shakespeare-on-the-Greene</i>	
Tuesday	May 5	<b>Final Speeches</b>
Thursday	May 7	last day of class, <b>Final Speeches</b> , Review for Final

Final Exam:

**Tuesday, May 13, 8:00 a.m.-10:00 a.m. Final Exam/Exam #3:** Chapters 12, 14, 16, and Oral Performance of Literature Lectures

***\*\*on these dates I will assign speaking order for the next speech/presentation***

**Syllabus:** English 1001-9, TTh 11-12:15 / Spring 2004

**Instructor:** Brenda Ellington

**Contact Information:** Office: NRS 139 Office Phone: 473-6478

**Office Hours:** MWF: 10-12; MW: 1-1:30; TTH: 9:30-11

If you need to meet with me at other times, please see me before or after class, call me, or email me at [brendae@lsua.edu](mailto:brendae@lsua.edu) so we can schedule an alternate meeting time.

**Texts:** *One Hundred Great Essays*

*Simon and Schuster Handbook for Writers*

A college level dictionary and thesaurus

**Other materials:** loose leaf paper, pens (black or blue ink), one 3.5" computer disk, one 8.5"x11" manila folder (colors are ok)

**Catalog Description:** 1001 English Composition I. 3 cr. Placement / Prerequisite: ACT score (as specified in the Placement section of the catalog) or a grade of "C" or higher in English 0002. English 1001 offers an introduction to the composition and analysis of the essay and its rhetorical strategies. A grade of "C" or higher is required to advance to English 1002. Three hours of lecture each week.

**Course Goals / Objectives:** The general objectives of this course are to have students

- write well-organized and well-developed essays in Standard Edited American English;
- read, think, and write critically; and
- master the mechanics of writing.

### **Attendance Policy:**

You will receive an attendance grade (50 points) that averages in with your graded assignments. The attendance record begins on the first day of class. The first absence will not affect your grade. However, for each additional absence (more than 15 minutes at any time during the class), your attendance grade will lose 10 points. Three tardies and/or early departures (15 minutes or less) will count as an absence for grading purposes. You will begin with 50/50. If you miss three classes this semester, for instance, the first is free and the other two will lower your grade to 30/50. If you miss two classes and are tardy and/or leave early six times, your attendance grade will be 20/50. Obviously, it is in your best interest to be in class, to be on time, and to remain until the end of class. A doctor's excuse will not have an effect on your attendance grade.

### **Evaluation / Grading Policy**

Graded Assignments:

Portfolio	400 points
In-class essays (2@50)	100 points
Reading quizzes (5@10)	50 points
Attendance	<u>50 points</u>
Total Points Possible	600 points

At any time, you can determine your average by dividing your earned points by your possible points thus far. For example, if you have earned 280 of 340, divide 280 by 340 for an average of 82%. See the grading scale to the left to find the corresponding letter grade.

Grading Scale: A 93-100; B 85-92; C 77-84;  
D 69-76; F Below 69

**Late Work / Make-up Policy:**

- There will be no make-ups for missed quizzes. Quizzes are generally given immediately after roll call and must be turned in when time is called.
- Make-ups for in-class essays will be allowed only in the case of a *documented* (by doctor, judge, etc.) emergency.
- Late papers will lose 5 points per day (not per class meeting, but per day). Papers should be typed in a standard size 12 font and double-spaced. Papers not submitted in this format will be returned unread for correction of format and will be considered late for grading purposes.

**Cell Phone Policy:** Ringing and/or vibrating cell phones disrupt the class, thus all phones must be turned off or completely silenced before class begins.

**Topical Course Outline and Calendar:**

## Week 1

Jan. 20 Introduction and Syllabus  
 Jan. 22 “Road Warrior”; Diagnostic Essay

## Week 2

Jan. 27 Handbook Chapter 1; “A Modest Proposal”  
 Jan. 29 Handbook Chapter 2, p. 20-36

## Week 3

Feb. 3 Handbook Chapter 2, p. 37-46; Essay 1 Prewriting & Thesis Statement  
 Feb. 5 Handbook Chapter 3; Essay 1 Outline due; Drafting and Revising

## Week 4

Feb. 10 Handbook Chapter 4; Essay 1-1<sup>st</sup> Draft due  
 Feb. 12 Handbook Chapter 5; Essay 1-2<sup>nd</sup> Draft due

In-class workshopping/ Peer-editing
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## Week 5

Feb. 17 “The Allegory of the Cave” – Critical Reading  
 Feb. 19 Essay 1-Final Copy due; Essay 2 Prewriting

## Week 6

Feb. 24 Mardi Gras Holiday  
 Feb. 26 Essay 2 Thesis Statement and Outline due

## Week 7

Mar. 2 Essay 2-1<sup>st</sup> Draft due  
 Mar. 4 Essay 2-2<sup>nd</sup> Draft due

In-class workshopping/ peer-editing
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## Week 8

Mar. 9 Essay 2-Final Draft due  
 Mar. 11 1<sup>st</sup> In-class essay/Mid-term exam

Week 9		
Mar. 16	“Learning to Read and Write”; Essay 3 Prewriting	
Mar. 18	Essay 3 Thesis Statement and Outline due	
Week 10		
Mar. 23	Essay 3-1 <sup>st</sup> Draft due	In-class workshopping/ peer-editing
Mar. 25	Essay 3-2 <sup>nd</sup> Draft due	
Week 11		
Mar. 30	“Writing and Reading”	
Apr. 1	Essay 3-Final Draft due	
April 5-9	Spring Break	
Week 12		
Apr. 13	“On Being a Cripple”; Essay 4 Prewriting	
Apr. 15	Essay 4 Thesis Statement and Outline due	
Week 13		
Apr. 20	Essay 4-1 <sup>st</sup> Draft due	In-class workshopping/ peer-editing
Apr. 22	Essay 4-2 <sup>nd</sup> Draft due	
Week 14		
Apr. 27	Essay 4-Final Draft due	
Apr. 29	Focus on problems areas of your choice.	
Week 15		
May 4	More focus on problem areas; Final Essay Selection from Portfolio due	
May 6	Review for Final Exam; Read “Under the Influence” before May 11.	
May 10-14	Final Exams Week	
	Final exam (2 <sup>nd</sup> In-class Essay): Tuesday, May 11, 10:15-12:15.	

### **Explanation of Portfolio Grading:**

The portfolio will include 4 essays, each complete with several components: thesis statement and outline, 1<sup>st</sup> draft, 2<sup>nd</sup> draft, and final draft. Each of these stages in the process of writing an essay will receive full credit (see the chart below) if it is turned in by the due date and deemed acceptable by the instructor. To be acceptable, the work must be typed and double-spaced, with 1” margins on all sides of the paper and the proper heading on the left top margin. It must also be obvious at a glance that the work directly addresses the writing prompt or answers the essay question. Unacceptable work will be returned for revision and will be charged a “late fee” of 5 points per day.

**Four-Essay Portfolio Grading**

	Essay 1	Essay 2	Essay 3	Essay 4		Late Fees
Thesis Statement & Outline.....	10	10	10	10	= 40 -	=
1 <sup>st</sup> Draft.....	10	10	10	10	= 40 -	=
2 <sup>nd</sup> Draft.....	10	10	10	10	= 40 -	=
Final Draft.....	20	20	20	20	= 80 -	=
Total Points for Acceptable Process Assignments	50	50	50	50	=200 -	=

Half of the portfolio grade (200 of 400 points) will derive from the process assignments. The other half will derive from the student's selection of one of the four final essays (which may be revised) for evaluation. As the class begins writing the first essay, students will receive a rubric that defines the elements of an "A" paper, a "B" paper, and so forth.