

NR 435.02: Contemporary Conservation Issues and Environmental Awareness



FALL 2020 – SYLLABUS

NR 435 Section 2 meets for lecture online
2:10 – 3:30, on TUESDAYS and THURSDAYS

INSTRUCTOR

Dr. Jessica Ernakovich
Department of Natural Resources & the Environment

WEEKLY OFFICE HOURS

We are available by
appointment if you are
unable to come during
office hours.

Dr. Ernakovich (Instructor)

Weekly Office Hours: **T 3:40-5 & W 11:10-12 via Zoom** or
by appointment (using YouCanBook.me)

Theresa McCarty (Graduate Teaching Assistant, TA)

Theresa's Office Hours: **MW
11am-1pm via Zoom** or by appointment via course email

ALL correspondence must be sent to our COURSE EMAIL ADDRESS

nr435.2fall2020@gmail.com

We check this email account every day (except Saturdays).

Email guidelines:

- **This email is monitored 2x/day (between 8-10 am & 8-10 pm).** If you send your message before the beginning of those time windows, you know it *will* be seen. If you send it during that time window, it *may* be seen then, or it *will* be seen 12 hours later. If you send it after the time window, you'll have to wait until the next time window for it to be seen. The email will not be monitored on Friday evenings, Saturdays, or Sunday mornings.
- **You can expect a response with 24 hours.** If you send an email with a time-sensitive question or request, check your account often during the time window for a reply. **You will be expected to meet the deadline.**
- **Every email message you send MUST include an informative subject line** that is an explanation of the issue/question – e.g., “Question about Mod. 1 Reading”; “Can we discuss SAS accommodations?”; “Want to share a great article/video I found!"). **Messages with blank/insufficient subject lines are seen as low priority.**
- **Use proper email etiquette.** Emails **should be viewed as professional correspondence.** This includes: addressing us with the appropriate language (e.g., “Hello Dr. Ernakovich” and/or “Dear Theresa,” but never “Hey”), using complete sentences and proper grammar, explaining the problem and solution (e.g., “I have a scheduling conflict and am not able to come to office hours. I would like to schedule a meeting with you. I am available at the following three times”), and closing the email with appropriate, polite language (e.g., “Thank you,” “Sincerely,” “Best regards.”) **Disrespectful emails may not be answered.** Proofread your emails to make sure they make sense before sending them.

Course description:

This course provides a foundation in ecological relationships and an introduction to major contemporary issues in environmental conservation and environmental health. We will focus on connections in the natural world as a foundation to understand human-environment interactions and environmental issues.

This course fulfills the ETS Discovery requirement. It is also a required course for ECS majors/minors, an option for Environmental Science majors, and serves as an elective for various other programs.

My teaching intention for NR 435. My goal is to help you foster curiosity about the natural world and to show you how the science of the environment is done. I hope that you take the knowledge and skills with you, whether you plan to be a science professional or whether you are going to change the world through business or policy. Our world needs more well-rounded, informed citizens! The diverse training in this course means that we can all learn from each other. It is important for the science majors to get the perspective of, say, a business student. It is equally important for business majors to understand how to use science (particularly environmental science) when considering their role in business.

Learning outcomes:

- Understand core ecological concepts and processes (identified by the Ecological Society of America & the British Ecological Society).
- Identify patterns from specific ecological case studies.
- Understand how different types of disturbances can impact populations, communities, and ecosystems.
- Recognize major contemporary environmental conservation issues.
- Recognize individual and societal differences in resource use.
- Differentiate different worldviews.
- Apply ecological knowledge to real-world conservation problems and environmental issues.
- Evaluate multiple solutions to environmental problems.
- Examine your place in the world.
- Reflect on and articulate your personal intentions for interacting with the environment.

Course materials:

There is no textbook required for this course. In lieu of a textbook, we will provide content through the Modules in Canvas/MyCourses. In Canvas, I will curate open-access resources from reputable sources such as:

- peer-reviewed articles,
- open-access textbook chapters,
- governmental academic, and NGO web-content,
- popular book chapters,
- TED talks,
- news stories, and
- popular magazine articles.

Course content will be provided via Canvas by NOON on Fridays.

Graded elements and scale:

In a nutshell:

1. 5% Syllabus review
2. 15% 'In-class' (synchronous) activities and discussion boards (in and out of class)
3. 35% Module quizzes
4. 45% Exams

The grading scale for this course is:

A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F < 60.

There is no curve for this course, so everyone has the opportunity to earn an A if they put in the work.

Detailed descriptions of graded elements:

1. Syllabus Review (5% of course grade) – Due by NOON 9/8

During the first week, you must complete the online Syllabus Review. The syllabus review is an open-note quiz about the syllabus and the structure of this course. The syllabus review is worth 5% of your course grade, and there is no reason to get less than 100%. An understanding of our course format and policies, which includes a familiarity with the syllabus (e.g., due dates, how modules work), is critical for your success in this course. This is a gimme and makes the difference between a B- and a B+ or B and an A-. So, do it well! **Develop a habit of referring back to the syllabus when questions arise re: course policies, assignments, due dates, etc.** If you add the course late, you have one-week from your add date to complete the review.

2. In-class Activities, Participation, and Discussion Boards (15% of course grade)

The course lectures will be provided through synchronous delivery during our scheduled class time. Your attendance is expected and will be monitored occasionally using Canvas and/or the Zoom chat. We will also track engagement and understanding through polls and discussion boards. To get full credit, you will need to participate throughout the course time (from 2:10-3:30 TR). Further, we will use in-class activities and writing assignments to gauge and enhance your understanding of the course content. These exercises will be largely spontaneous, and you must be present in class to participate. Some will be collected and graded.

More on attendance and participation: If you are present, prepared, and participating fully then you can expect to receive some credit for your response. Responses are weighted for both attendance and correctness. Generally, participation and correctness are each 50%, but may vary depending on the difficulty of the content.

More on in-class activities and discussions: Throughout the semester, we will have a series of group activities where you can engage further with the material. These activities will be started in class but may occasionally require further follow-up out of class. Your groups will be assigned randomly at the start of the semester and we will keep them constant. We figure one constant during uncertain times is good! *If you are not in class for an in-class activity/exercise, you will not be able to earn credit for that particular opportunity regardless of the reason for missing the activity (e.g., late arrival, early departure, unanticipated emergency). DO NOT EMAIL ASKING TO MAKE UP IN-CLASS EXERCISES. Exceptions will be made for compelling non-academic circumstances, as defined by the dean. Please see the FAQ on that. The points-value per in-class exercise will depend on the number of in-class activities and out-of-class writing assignments/discussion boards offered and collected throughout the semester* (unknown to us, as in-class exercises are often spontaneous and not planned in advance).

3. 13 Module Quizzes (35% of course grade) – Due by NOON every Tuesday

Every week throughout this semester, we will explore a specific topic via both an online learning module (which concludes with the online module quiz) and our lectures on the week's module topic (in-class lectures happen after you've completed the online module for a topic). There are a few exceptions to the deadline for holidays and for election day. See the schedule.

There are 13 online Module Quizzes throughout the semester. A new module quiz will be posted each Friday by noon and it is due by noon on the following Tuesday. **Each of the 13 quizzes is worth up to 10 points (5-10 questions). These 130 points will be taken out of 100 points in total.** If you forget to take a quiz, miss a deadline, or if you simply do poorly on a quiz or two, don't stress about it! ... This system allows you a couple of "free passes."

The fine print re: quizzes:

- You must **work independently on all Quizzes & Exams** in this course
- Weekly quizzes are due every Tuesday by NOON (with a few exceptions when they are due Wednesday... see the detailed schedule).
- Each quiz is worth up to 10 points and will have ~ 5 - 10 questions.
- Quizzes are mostly true-false, multiple-choice, multiple-answer questions... and sometimes matching or short-answer questions
- Quiz questions will focus on the current online module material, but usually also include ~1 - 2 questions from the previous week's lecture. For example, the Module 2 Quiz covers both the online Module 2 material and the Module 1 lecture material.
- Quizzes are timed. Time allotted will vary based on the number of questions in each quiz. Time limit is listed in quiz instructions each week.
- You have 1 attempt per quiz. You can't retake quizzes & must complete them in one sitting.
- You will have access to the answers for each quiz after the due date has passed.

Why do we do weekly quizzes?

- Quizzes provide accountability by keeping you up-to-date with the course materials, which prepares you for the upcoming lectures.
- Quizzes include both lower-level (reading-check) and higher-level questions that require you to think critically about the material, encouraging a deeper understanding of course concepts.
- Quizzes provide Dr. Ernakovich important information about whether you and your classmates are understanding the material.
- Quizzes familiarize you with the types of questions that will be asked on exams.

4. 3 Exams (45% of course grade) – See schedule for exam dates

You must take all 3 Exams in this course. At the end of the semester, your lowest exam grade will be weighted to be worth 50% of your other two exam grades. As such, while there is a total of 300 points between the 3 exams below, only 250 points get put in the gradebook.

The fine print re: exams:

- You must **work independently on all Quizzes & Exams** in this course
- *Make-up exams, if allowed, may be offered in a different format than described.*
- Weekly quizzes are due every Tuesday by NOON (with a few exceptions when they are due Wednesday... see the detailed schedule).

Exam 1: October 6, 7:10 - 9:00 pm (*common exam time*)

EXAM 1 covers thru Module 4.

EXAM 1 is 'open book' & will be taken online, as follows:

- You will take Exam 1 **online** – you'll find the exam link via **'EXAMS'** in the navigation menu of our Canvas site.
- Exam 1 will consist of **~35 questions** (multiple-choice, multiple-answer, and true-false ... and possibly matching).
- **There may be 1-2 short-essay questions on Exam 1.**
- You will have **90 minutes** to take the exam.
- **The exam must be submitted by 9pm on October 6.**
- Exam 1 is worth **100 points**

Exam 2: November 17, 7:10 - 9:00 pm (*common exam time*)

EXAM 2 covers Modules 5 - 10 plus a few questions (~5) from M 1 - 4.

EXAM 2 is 'open book' & will be taken online, as follows:

- You will take Exam 2 **online** – you'll find the exam link via **'EXAMS'** on Canvas.
- Exam 2 will consist of **~35+ questions** (mult.-choice, mult.-answer, true-false).
- **There may be 1-2 short-essay questions on Exam 2.**
- **Approximately 5 questions on Exam 2 will cover material from Modules 1–4** (*'cumulative questions' are worth fewer points per question than 'new material questions'*).
- You will have **1 hour + 45 minutes** to take the exam.
- **The exam must be submitted by 9pm on November 17.**
- Exam 2 is worth **100 points**

Exam 3: December 22 (Tues.), 10:30 am - 12:30 pm (*Finals Week*)

EXAM 3 is the Final Exam. It is online & must be taken during Finals Week.

EXAM 3 covers Modules 11 - 13 in the most depth, but is **cumulative** so you should be familiar with themes & connections from all modules (M1 – M13)

- There are **~35-40 MC/MA/TF questions** on Exam 3.
- **There may be a short-essay question on Exam 3.**
- Exam 3 is **'open book'** and will be **taken online.**
- Exam 3 is **worth 100 points.**
- You will have **2 hours** to complete Exam 3.

Policy on late quizzes/assignments/exams:

You have ~4 days to complete each online module and you have a schedule of all quiz due dates and exam days/times right now. **Late quizzes and exams will not be accepted without a valid university-approved excuse/absence/accommodation from the dean.**

Take the time **RIGHT NOW** to add important dates to your calendar. Update this information throughout the semester if/when changes are announced in class or on Canvas.

Have questions/concerns about assessments, deadlines, or policies? Come speak with us during office hours (or make an appointment if you can't attend office hours).

NR 435 Schedule:

On the following page you will find the schedule of planned lecture materials and activities. Use it as a checklist of completed lectures and quizzes. The lecture content may change based on how well we keep to the plan. However, I can assure you that this syllabus acts as a contract between you and us regarding the grade scale, exam dates, and quiz deadlines. Any changes to the lecture content will be updated via canvas (and with notification in class).

| Date | Day | NR 435 Tentative Schedule | What's Happening? What's Due? |
|---------------|--------------|--|---|
| 1-Sep | T | Intro : Conservation Biology; Ext. Crisis; Values | Lecture/Activity |
| 3-Sep | R | Intro : Species, Biodiversity | Lecture/Activity |
| 8-Sep | T | | Module 1 Quiz (& SR) DUE by NOON |
| 8-Sep | T | M1: Population Ecology | Lecture/Activity |
| 10-Sep | R | M1: Population/Species Recovery | Lecture/Activity |
| 15-Sep | T | | Module 2 Quiz DUE by NOON |
| 15-Sep | T | M2: Community & Ecosystem Ecology | Lecture/Activity |
| 17-Sep | R | M2: Communities/Ecosystems: Case Studies | Lecture/Activity |
| 22-Sep | T | | Module 3 Quiz DUE by NOON |
| 22-Sep | T | M3: Global Patterns of Biodiversity | Lecture/Activity |
| 24-Sep | R | M3: Evolution & Extinction/Biodiversity Loss | Lecture/Activity |
| 29-Sep | T | <i>Biodiversity Loss → Does Extinction Matter?</i> | Module 4 Quiz DUE by NOON |
| 29-Sep | T | M4: Environmental Values & Worldviews | Lecture/Activity |
| 1-Oct | R | M4: Environmental Ethics, Economic Valuation | Lecture/Activity |
| 6-Oct | T | EXAM 1 ::: online, 7:10 – 9:00pm (M1 - 4) | |
| 6-Oct | T | M5: Perception of Environmental Risk | Lecture/Activity |
| 8-Oct | R | | Module 5 Quiz DUE THURS by NOON |
| 8-Oct | R | M5: Psych. & Con. Bio. Origins of Cons. Human-Env interactions | Lecture/Activity |
| 13-Oct | T | | Module 6 Quiz DUE by NOON |
| 13-Oct | T | M6: Habitat Loss & Degradation | Lecture/Activity |
| 15-Oct | R | M6: Habitat: Case Studies | Lecture/Activity |
| 20-Oct | T | | Module 7 Quiz DUE by NOON |
| 20-Oct | T | M7: Water Resources, Water Scarcity | Lecture/Activity |
| 22-Oct | R | M7: Global Climate Change (Physical) | Lecture/Activity |
| 27-Oct | T | | Module 8 Quiz DUE by NOON |
| 27-Oct | T | M8: Global Biological Change | Lecture/Activity |
| 29-Oct | R | M8: Global change case study | Lecture/Activity |
| 3-Nov | T | M9: Global change manifestation cultural chg. | Lecture/Activity + ELECTION DAY |
| 4-Nov | W | Pre-class work due WED because of ELECTION TUES! | Module 9 Quiz DUE WED by NOON |
| 5-Nov | R | M9: manifestations case study (Arctic change) | Lecture/Activity |
| 10-Nov | T | | Module 10 Quiz DUE by NOON |
| 10-Nov | T | <i>NO CLASS T follows W schedule for Vet's Day</i> | <i>no class</i> |
| 12-Nov | R | M10: Our Growing Human Population, Impact | Lecture/Activity |
| 17-Nov | T | EXAM 2 ::: online, 7:10 – 9:00pm (M5-10) | |
| 17-Nov | T | M11: Food Systems; Feeding our growing human population | Lecture/Activity |
| 19-Nov | R | | Module 11 Quiz DUE THURS by NOON |
| 19-Nov | R | M11: Food Production & Conservation/Sustain. | Lecture/Activity |
| 24-Nov | T | | Asynchronous DUE end of class |
| 24-Nov | T | Asynchronous lecture / discussion day | Lecture/Activity |
| 26-Nov | R | Happy Thanksgiving. Enjoy your break! | <i>no class</i> |
| 1-Dec | T | | Module 12 Quiz DUE by NOON |
| 1-Dec | T | M12: Environmental Toxicology | Lecture/Activity |
| 3-Dec | R | M12: Toxicants, Distribution, Fate, Regulation | Lecture/Activity |
| 8-Dec | T | | Module 13 Quiz DUE by NOON |
| 8-Dec | T | M13: Energy Sustainability | Lecture/Activity |
| 10-Dec | R | M13: Sustainability | Lecture/Activity |
| Dec 22 | Tues. | FINAL EXAM ::: online, 10:30 am-12:30 pm | Final Exam |

Tips for succeeding in this course:

#1: Engage with this material when you are fresh and ready.

Each Friday, a new topic begins when the online module is posted. Online module materials replace the traditional textbook, providing a foundation for each topic. Module materials (including the quiz) are posted by Friday at noon. You have from then until NOON on the following Tuesday (and sometimes longer) to complete the week's "online module" (vocabulary, readings, videos, review questions, etc.) and take the online module quiz to prepare for our upcoming lectures on that topic. Download the materials and skim them at any time. But then plan to engage with long readings at the time of day you know that you are fresh.

#2: Use the "Foundations" document.

Each week, we prepare a document full of vocabulary and questions you can expect to find in the readings and lectures. When people are struggling on the exams, I ask how they are using the document. They usually say that they aren't. Let me tell you from experience that you can do well on the quizzes without using the document. But you won't be so lucky on the exams, which require deeper thinking. Looking up the vocabulary you don't know and reflecting on the questions might take an extra hour or more every week. But, you'll learn and grow (and do better on the exams)!

#3: Work with a classmate to discuss course materials.

Working with classmates to study and learn is a great way to dig deeper. We recommend using the Foundations document discussed in #2 to discuss topics and dig a bit deeper into the content. This works best if you've done the readings, watched the videos, etc first.

*NOTE: All quizzes and exams must be taken independently, so **once you begin a quiz or exam you must work on your own.** Violation of independent work is a punishable offense.*

Every time you click "Submit" on a quiz or exam, you are implicitly agreeing to this honor policy.

#4: Engage with your classmates (and us!) during online lectures and discussion boards.

Attend office hours as often as you like—we look forward to answering your questions and getting to know you!

This semester, you will be encouraged to reflect on the world around you, consider the role that humans play in the causes of and responses to environmental issues, and examine how local processes, problems, and actions can have far-reaching effects. You will also be encouraged to participate in discussions with your peers, your TA, and me. By occasionally breaking up into groups to exchange ideas in class, we hope to make our large class feel much smaller. This is particularly important in the online format.

If you make an effort to truly engage in this course—with online/lecture materials and in-class exercises—you will walk away with a foundational understanding of the nature of science (and the science of nature!); environmental values, ethics, and worldviews; the role of ecology in conservation; and the scientific and social aspects of current environmental conservation issues.

#5: Set realistic expectations on your time investment.

Four-credit university courses are meant to take 8-12 hours of work outside class time. In NR 435, the time outside class is varied. But, allow room for this in your course schedule. It is a misnomer that Discovery classes should or will take less time. And if this is for your major, you should certainly be ready to commit time.

Class policies:

1. Technology

Under normal circumstances, UNH policy is that there are no personal devices (phones, tablets, computers, etc) to be used in class. Of course, this is not possible in an online course. But, you are expected to put your phone on airplane mode and turn off notifications (email, apps) on your computer. More often than not, these devices are distractions for you, your fellow students, and me. If you repeatedly disregard this request, you may be asked to leave class. Of course, if you require special accommodations (e.g., you're expecting an emergency call; you have an SAS accommodation, you have an injury), then please speak with me in advance of class. I'm more than happy to make exceptions for these situations. Thank you!

2. Be respectful of your peers and their opinions

Each of us comes to this class with a different perspective. We benefit from this diversity of thinking, and we must remain open to others' ideas.

3. Academic misconduct (and plagiarism)

Cheating and plagiarism will not be tolerated. Review the university's policy on cheating and plagiarism in the student handbook (<https://www.unh.edu/student-life/09-academic-honesty>) so that you clearly understand the range of actions/behaviors that is considered unacceptable. UNH takes plagiarism very seriously, as do I. Here is a helpful tutorial (<https://cola.unh.edu/academics/plagiarism-tutorial>). If you have any questions about what is considered cheating or plagiarism, please ask.

4. Student Accommodations

If so, you must register with Student Accessibility Services (SAS). Once you have registered with SAS and have requested accommodations for this class, you must come speak with Prof. Ernakovich during office hours (or by appointment), so we can make arrangements to adequately accommodate your situation.

<http://www.unh.edu/studentaccessibility>

5. Course Disruption (particularly re: COVID)

Course requirements, deadlines and grading percentages are subject to change when necessitated by revised course delivery, semester calendar or other circumstances (such as a campus emergency). Information about changes in this course can be obtained at the myCourses site or by contacting me. This course has been modified to meet the challenges and opportunities of remote modality. I reserve the right to alter the syllabus if a change will better meet student learning outcomes. In the spirit of collaborative learning, I will only make changes to the syllabus after consultation with you.

6. Class recording

Lectures or other class meetings may be recorded for online transmission or classroom use using the UNH media platforms. Your voice or image may be captured on the recordings and the video or audio may be used by the University of New Hampshire and its agents or employees for the following purposes:

- Instruction for students enrolled in this class
- As a review tool for students enrolled in this class

7. Student Support Resources

UNH provides a number of ways to get academic and technical support with learning. For academic support available to UNH students see this [directory](#) of services and centers. This [article](#) has information to help you get technical support on items like submitting assignments, accessing software, and taking quizzes or exams including contacts for personalized assistance.

8. Emotional or mental health distress

Your emotional and mental health are very important to me, and I recognize that academic success can be a major stressor even in the best of times. If, during the semester, you find emotional or mental health issues are affecting that success, please contact [Psychological and Counseling Services](#) (PACS) (3rd fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

9. Netiquette Guidelines

"Netiquette" is the socially and professionally acceptable way to communicate on the Internet. Please abide by these guidelines of netiquette when using online communication tools with your classmates and instructor. Your attention and engagement is required during all activities. You must not have other apps and platforms open during this class. Please only have Zoom, Canvas, your pdf viewer, and notetaking applications open. Of course, if you require other applications to accommodate learning or health needs, that is fine. We will discuss "best practices" for online engagement on day 1. This is hard. I understand that.

In Zoom or video conferences:

- **Turn on your camera** when your network bandwidth and learning space allows. Facial expressions and body language are an important part of communicating.
- Connect a few minutes early.
- Remove clutter or personal items around you.
- Avoid background noise.
- Consider using a headset to reduce distractions.
- Keep your device (phone, computer, etc.) on mute unless you are speaking.
- Speak clearly, but not too loudly.
- Use, but don't abuse the chat box—keep the conversation respectful and on topic.
- Remember that a video conference has the same degree of respect as a live class, consider your appearance behavior on camera the same you would in the classroom.

In discussion boards and email messages:

- Identify yourself. Begin messages with a greeting and close with your name.
- Avoid sarcasm. It can be misinterpreted and cause hurt feelings.
- Keep the dialog collegial and professional. Some discussion topics may be controversial.
- Do not flame - These are outbursts of extreme emotion or opinion. Think twice before you submit a response. You cannot edit or delete your posts once they have been submitted.
- Do not use offensive language or profanity.
- Use clear subject lines for your posts.
 - Do not use all caps. It is the online equivalent of YELLING!
 - Use [emoticons](#) to clarify your emotions. They add context to your words that cannot be seen otherwise. :)
- Be forgiving. Anyone can make a mistake.

10. Confidentiality and Mandatory Reporting

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. While I am here to be supportive to your emotional and physical well-being, I am legally required to report sexual violence and/or harassment to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY). If you wish to speak to a confidential support service provider who does not have this reporting responsibility (their discussions with clients are subject to legal privilege), you can find a list of resources here ([privileged confidential service providers/resources](#)). Please visit [student reporting options](#) for more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, and your rights and report options at UNH (including anonymous report options).

FAQs Answered:

FAQ #1. What should I do if I need to miss class?

If you have to miss class due to non-academic reason (illness, family emergency, etc.) then you should: (1) talk to the Dean of Students (Dr. Kim Babbitt, Kimberly.Babbitt@unh.edu 862-1450). The dean will notify us via letter for students missing due to documented and “compelling non-academic circumstance beyond your control.” You should also email us (via the course email address) to let us know this process is underway. We will not ask you for specific documentation. Once we receive a dean’s letter about your circumstance, it is within our authority to determine the appropriate remedy/accommodation within the Student Rights, Rules and Responsibilities (<https://www.unh.edu/student-life/student-rights-rules-responsibilities>). If you are missing due to an academic reason (i.e. class trip), you can email us at the course email in advance. However, there are no make-up in-class assignments or quizzes; (2) get notes from a classmate (if possible, it’s always better to ask in advance – you’ll get better notes!); (3) review the lecture slides once they are posted; (4) come to one of the office hours slots (or make an appointment) to ask specific questions about the missed lecture(s); & (5) check Canvas and the lecture slides for any schedule updates and other announcements. DO NOT email us to ask if you “missed anything important.”

FAQ #2. What should I do if I have a class or lab during the scheduled exam time for Exams 1 or 2?

Exams 1 & 2 must be completed online via Canvas during Tuesday common exam time (7:10-9:00 PM) – see the ‘Exams’ page and the schedule (in this syllabus) for dates. Plan early (with employers, family, etc.) to avoid conflicts with exams. UNH classes are not generally scheduled during common exam time, but some labs are. If you have class/lab on Tuesdays (7 to 9 PM), let us know right away, so we can arrange for a make-up exam. **Make-up exams may have a different format than the original exam.** Conflicts with other UNH courses or athletic/academic trips (or illnesses & family emergencies – discussed in advance) are the only reasons to miss a Tuesday exam. **Contact us far in advance if you foresee an exam conflict.**

FAQ #3. What happens if I miss a quiz deadline?

If you miss a deadline, then you missed that quiz. You have ~4 days to complete each module quiz and should complete them early in the event that something comes up on Monday morning. Exceptions include quizzes missed because (1) you added the course after the deadline passed during add/drop period and (2) if you have an exception cleared by the Dean of Students (see FAQ #1). **Review our quiz grading system – one missed quiz is nothing to worry about (assuming you are otherwise keeping up with coursework and generally doing well on module quizzes).**

FAQ #4. What if my computer crashes/freezes during a quiz/exam?

Take quizzes and exams on a computer with a reliable internet connection. Do not take exams/quizzes on a smartphone and do not take exams/quizzes using the Canvas phone/tablet App. This will reduce the likelihood of technical problems, but of course some issues are unavoidable. **If you experience technical difficulties during a quiz or exam** (and you are unable to reconnect quickly enough to continue the test), **email us immediately via NR435 email address:** indicate in the subject line the type of problem you experienced; describe as best you can what happened; and check back (in a timely manner) for our reply indicating that your quiz/exam has been reset. You will still be responsible for submitting the quiz/exam on time.

FAQ #5. Can I earn extra credit in this course?

No. But, if you come to class and do the discussion boards, you will boost your quiz and exam score easily. In addition, the syllabus quiz is worth 5% (not points, but %) of your grade. Easy points.

FAQ #6. Where should I look for definitions of Module Terms (e.g., vocab on Foundations docs)?

You can search anywhere for definitions but be sure to **evaluate your sources**. There are many online ecology, conservation, and environmental science glossaries. While not necessary, you may consider purchasing a desk copy of an ecology, conservation, or environmental science dictionary. This one is great

(used copies are very inexpensive on amazon.com): **Oxford Dictionary of Environment and Conservation** by **Michael Allaby & Chris Park**. A copy is also available at the library.

FAQ #7. How can I estimate my grade throughout the semester?

You have all the information you need to calculate your course grade (detailed info. about course assessments). **A “Course Grade Worksheet” that walks you through the steps of calculating your NR 435 grade is included at the end of this syllabus.** Review this worksheet now. Print a copy and fill it in throughout the semester. If you have trouble using the worksheet, then complete it to the best of your ability and bring it to office hours to review with us. **Don’t rely on Canvas to calculate your course grade (it will mislead you because of our unique grading system).**

FAQ #8. How can I review past quizzes & exams?

Once the deadline for a quiz or exam has passed, you can (and should) review the questions and answers for that quiz/exam. To do this, you can access the quiz/exam on Canvas from either “Grades” or in the original Module location (where you took the quiz/exam). NOTE: Canvas will not let you access quizzes that you didn’t take in the first place, so it’s best to take all the quizzes even if you intend to drop that particular quiz grade.

FAQ #9. What should I do if I need to meet with Dr. Ernakovich or TA Theresa McCarty but I am unable to attend office hours?

We have office hours during multiple blocks throughout the week – see page 1 for details. If you are unable to attend any of these time slots, then book an appointment with Dr. Ernakovich (via YouCanBook.me) or with TA Theresa McCarty via email (at the course email address). In your message, please include: your reason for the meeting, the name of the person you’d like to meet with (if you have a preference), and at least 3 suggested times & days (during normal business hours, if possible) when you are available to meet. We will reply within 24 hours to arrange a meeting. Once a meeting day/time has been decided, please **send a calendar invite** to “lock in” your spot on our schedule.

FAQ #10. I’m not doing as well as I’d expected (or hoped) on module quizzes. How can I improve?

This is a great question (especially when it’s asked early on so we’re able to help you). **Doing better is often about working differently, not working more. A few questions for you...** Have you reviewed the correct answers to past quizzes? Do you notice any patterns to the questions you’re getting wrong (type of question; or type of resource the question is about - books, articles, videos)? Are you reading the module materials online, or are you printing them out? (Try printing them out and taking notes on them or at least take notes on paper.) **Take a look at how you’ve been working and ask yourself what you think the problem is. Then, definitely come to office hours – we are happy to troubleshoot with you.** We’re here to help!

FAQ #11. I recently emailed Prof. Ernakovich or a TA, but I haven’t heard back yet. What should I do?

Has it been 24 hours? (Usually we’ll respond much quicker than that, but sometimes it can take up to 48 hours). **A few questions for you ...** Did you send your message to the course email address (see page 1)? Did you include all the important information (an informative subject line)? If the answer to these questions is YES, then please check your sent/drafts folder (confirm that the original email was sent) and either re-send your message or talk with us in person (after class, office hours).

FAQ #12. I missed class the other day and I heard there was an in-class assignment. What should I do?

Nothing. You must be present in class to participate in the in-class exercises. **But, there will be more and some flexibility is built in.** It will be okay, as long as you come to most classes. There is more information about this earlier in the syllabus.

Calculating your grade:

Canvas may show you an estimated grade for this course throughout the semester, but your estimated ‘course grade’ in Canvas is not a reliable reflection of your actual course grade because Canvas doesn’t always accurately

account for the 'free passes' we've worked into our grading system. Be sure to review the Course Grade Calculation Worksheet. Print a copy, and keep track of your quizzes, exams, etc., throughout the semester!

NR 435 Grade Calculation Worksheet



Follow this procedure to estimate your course grade ...

❖ Syllabus Review (worth up to 5% of your course grade)

You could have earned a total of 15 points on the Syllabus Review. How many did you earn?

1. Record your **Syllabus Review score** here: _____ (out of 15)
2. Calculate your **Syllabus Review percentage**, as follows:

$$\frac{\text{Your Syllabus Review score}}{15 \text{ (total possible)}} \times 100 = \text{your Syllabus Review percentage} = \boxed{\text{Syllabus Review \%}}$$

❖ Weekly Module Quizzes (worth up to 35% of your course grade)

1. Record your **Module Quiz scores** below. Enter '0' for quizzes you missed – zeroes count as low quiz scores!

| | | |
|--------------------------|--------------------------|---------------------------|
| Quiz 1 _____ (out of 10) | Quiz 5 _____ (out of 10) | Quiz 10 _____ (out of 10) |
| Quiz 2 _____ (out of 10) | Quiz 6 _____ (out of 10) | Quiz 11 _____ (out of 10) |
| Quiz 3 _____ (out of 10) | Quiz 7 _____ (out of 10) | Quiz 12 _____ (out of 10) |
| Quiz 4 _____ (out of 10) | Quiz 8 _____ (out of 10) | Quiz 13 _____ (out of 10) |
| | Quiz 9 _____ (out of 10) | |

2. Cross out your **3 lowest quiz scores** (above), including any zeroes (missed quizzes)
3. Add up your **10 highest quiz scores** (above). Enter the sum below. This is your Quizzes score.

$$\text{Your Quizzes score} = \boxed{\text{Quizzes \%}} \text{ (out of 100)} \leftarrow \text{This is also your Quizzes percentage}$$

Because the quizzes score is out of 100 points, your Quizzes score = your Quizzes percentage.

❖ Exams (worth up to 60% of your course grade)

1. Record your **exam scores** below:

Exam 1 _____ (your score out of 100 points)
 Exam 2 _____ (your score out of 100 points)
 Exam 3 _____ (your score out of 100 points)

2. Add up your **two highest exam scores**: _____ + _____ = SUM (2 highest) = _____
3. Multiply your **lowest exam score** by 0.5: _____ x 0.5 = ADJUSTED (lowest) = _____
4. Combine: SUM (2 highest) _____ + ADJUSTED (lowest) _____ = **Exam Total** = _____ (out of 250)
5. Calculate your **Exams percentage**, as follows:

$$\frac{\text{Your Exams Total (above)}}{250} \times 100 = \text{your Exams percentage} = \boxed{\text{Exams \%}}$$

❖ Final Calculation (using the information you gathered above):

