

RWM 4333
Range Wildlife Management
Lecture: MW 9:00-9:50 Vin 250
Lab: Wednesday 1:00-2:50, 3:00-4:50

June 8, 2006

INSTRUCTOR: Dr. Cody B. Scott, VIN 222, 942-2027 Ext. 284

Office Hours: see attached schedule, anytime my door is open

Course Objective:

The objective of the course is to introduce students to the ecology and management of wildlife populations, particularly in the context of rangelands that are managed for livestock production. Emphasis will be placed on both habitat and population management, including survey techniques, understanding population dynamics, influence of predators, and understanding management problems that directly impact wildlife populations in Texas.

Lab:

In lab, we will first concentrate on habitat quality for successful wildlife populations. We will then discuss population dynamics, including methods to survey and capture wildlife. We will also collect harvest characteristics and include them in an analysis of population dynamics of our white-tailed deer herd at the ASU Ranch. Finally, we will take 2 field trips. The first trip will introduce students to the Kerr Wildlife Management area which has focused its research efforts on improving habitat quality and understanding development and growth of white-tailed deer. On the second field trip, we will travel to Eden, TX to explore the possibilities of game ranching for meat production.

Text and Readings:

I will assign required readings throughout the course. These will address issues that are relative to our lectures. Students will be expected to read assigned readings prior to class meeting and prepare a discussion summary to be turned in during class. In class, we will have group discussions to address specific questions posed by the instructor and followed by a class discussion. If you do not turn your discussion summary in on time, you will have one week to complete the assignment for 1/2 credit.

I will also provide a copy of the notes for each student for each section of the lecture. I do this because I believe the most efficient way for students to learn is through participation. It is very difficult to participate in class discussions or to raise questions if you are writing down every-other-statement made by the instructor. By providing notes, each student will be free to listen, think, and add to discussions in class. As a related issue, it is important for you to attend every class and lab and actively participate in class discussions. Otherwise, you may have a difficult time passing this class.

I am going to give each student the opportunity to miss lecture or lab a total of 3 times. Official school trips do not count toward your five absences. Coming to class and sleeping through class do count as an absence. If you miss more than 3 class meetings, you will lose 5 points from your final grade. Each absence thereafter will cost you 1 additional point.

Grading:

<i>Grading</i>	<i>Points</i>	<i>Percent of Grade</i>
Quiz #1	100	13%
Quiz #2	100	13%
Quiz #3	100	13%
Lab Quizzes	100	17%
Lab Project #1	50	8.7%
Lab Project #2	50	8.7%
Pop Quizzes	50	8.7%
Discussion summaries	100	17%

Discussion summaries will be based on required readings. I will announce the appropriate reading during class and we will discuss those on the next meeting. During that time, you will hand in your discussion summary on that reading. These will not be graded per se, but I will read them so that I can get feedback from you. Consequently, the only requirement for receiving full credit is to turn in your summaries and participate in class discussions.

Your grade at the end of the semester will reflect the total number of points that you have acquired. The course is designed so that you can earn a respectable grade if you participate in class and turn in all of your assignments. If you have a problem turning in your assignments or in attending class, please let me know. If you have a valid excuse, then I will allow you to turn in your assignments late with a loss of points on your assignment grade.

Cheating will not be tolerated on any assignment. You will receive a grade of zero on that assignment if you are caught cheating. On several assignments, you will have the opportunity to discuss issues with your classmates, which is fine and I encourage it. Nevertheless, the work that you turn in must be your own. It is up to you to decide if you want to take a chance on getting caught cheating; you make the choice. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both printed and web versions of the Student Handbook.

**Tentative Schedule
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<u>Date</u>	<u>Subject</u>
8-29	Introduction, Syllabus, and Overview
8-30	Wildlife species in Texas
9-4	Holiday
9-6	<i>PAPER DISCUSSION: ROLLINS READING AND CHASE READING</i>
9-11	Wildlife Management in the 21st Century
9-13	Wildlife Management in the 21st Century
9-18	Wildlife Management in the 21st Century
9-20	<i>PAPER DISCUSSION: BOLEN AND ROBINSON</i>
9-25	Community Ecology
9-27	<i>PAPER DISCUSSION: SEVERSON AND URNESS</i>
10-2	Community Ecology
10-4	No class
10-9	Habitat Selection and Management
10-11	Habitat Selection and Management
10-16	Habitat Selection and Management
10-18	<i>PAPER DISCUSSION: RICHARDSON; LYONS AND GINNETT</i>
10-23	Habitat Selection and Management
10-25	Quiz #1 Population Ecology
10-30	Population Ecology
11-1	Population Ecology
11-6	Population Ecology
11-8	<i>PAPER DISCUSSION: SCHEMNITZ</i>
11-13	Population Sampling and Manipulation
11-15	Population Sampling and Manipulation
11-20	Quiz #2
11-22	<i>DISCUSSION: READINGS FROM PREDATOR SYMPOSIUM</i>
11-27	Predators and Predation
11-29	Predators and Predation
12-4	Wildlife and Genetics
12-6	Wildlife and Genetics
12-13	Final Exam

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Range Wildlife Management
Laboratory Schedule

<u>Date</u>	<u>Topic</u>
8-30	No Lab
9-6	Wildlife habitat management
9-13	Wildlife diets and identification of key wildlife forages
9-20	Wildlife forage ID Quiz
9-27	Wildlife Habitat Improvements
10-4	No Lab
10-11	Hunting Industry
10-11, 10-12	Spotlight Surveys
10-18, 10-19	
10-18	Species of Interest Student Presentations
10-25	Kerr WMA Trip
11-1	Aging Deer
11-8	Aging Deer Review and Quiz
11-15	Exotic Wildlife Management Trip
11-22	Wildlife Capture and Radio Telemetry
11-29	Wildlife Capture and Radio Telemetry
12-6	Population Reports Due, Review

Lab Projects:

For the first laboratory project, each student will be randomly assigned a wildlife species of interest in Texas. These may be game species, endangered species or any others that factor into wildlife management. Students will be expected to gather information on current population status, habitat use, reproduction, and management. Each student will turn in a written report for a grade and present a 5-10 minute oral presentation in lab.

The second lab project will involve collection of population characteristics (spotlight surveys, helicopter counts, deer hunt harvest), data analysis and summary, and the suggestion of management steps to maintain and(or) improve our white-tailed deer population on the MIR Center. All activities will be carried out in lab except for the final written report that each student must turn in for a grade.

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ASSIGNED READINGS
POP QUIZZES
PREPARING FOR A DISCUSSION

Passive learning (instructor lectures and students sit quietly and take notes) is both boring and an inefficient method of teaching. I prefer active learning where both the instructor and the students are interacting verbally. This approach is much more enjoyable and efficient. Furthermore, class time should be used to deal with what students don't know or don't understand. This is assuming that some of the new information covered in a course is introduced outside of class time. How can we accomplish these two goals? It is simple, students will be assigned articles to read outside of class (*introducing new information outside of class time*). During the next few lectures, we will focus on those points that students do not understand.

To promote active learning, students will be required to work in groups to answer discussion questions posed by the instructor. Each group will then *discuss* their answer with the rest of the class. Here again, we will determine what information that students are comfortable with and what information needs further clarification.

How do I know that students have read the information and will *actively* participate in class discussions? Fruitful discussions do not just happen. They are the product of concerned cooperative effort on the part of the participants. In order to make our discussions as profitable as possible in this course, each student will be expected to turn in a discussion worksheet during class time after a reading has been assigned. To further insure that you have read the assigned article, I will give a minor pop quiz over the reading. These will be written so that you should receive full credit if you carefully read the assigned reading. In addition, you will be given full credit for you discussion worksheet if it is turned in on time.

As we go through this process throughout the semester, you will see that sometimes everyone understands a particular topic, in which case it need not be discussed. Sometimes nobody understands, in which case heavy reliance is placed on input from the instructor (which defeats one of the main purposes of active participation by students). More commonly, some understand a particular issue and others do not. When this is the situation, those who think they understand may find, while trying to explain, that they do not understand as well as they thought they did. And by the same token, those who thought they did not understand may, in the process of formulating their own question and attempting to identify their own difficulties, perceive the answer to their question. Note that the element in these exchanges is expressing what you do not understand.

Lastly, I will not know if students fully understand a topic unless they speak up and ask questions. If everyone understands the current topic, then we will move on to the next subject. If everyone doesn't understand, then we will spend however much time is required until everyone does understand. Here again, active participation is essential for this approach to work.

DISCUSSION SUMMARY

Author and Title of Reading _____

1. Definition of terms and concepts

List key new terms and concepts. Define those you don't already know. Mark those that you feel need clarification or discussion.

Ask group members if you have defined it as they understand it.

2. Statement of the author's message

State in your own words (in 3 or 4 sentences) what you think the reading was all about. Ask yourself "why do I think this article was assigned?" Do so in your own words; not "he or she says."

During the discussion period, ask group members to state what the reading was about. Add to what someone else has said.

3. Identification of major themes

Make special note of those themes or points which are relevant to the concerns of the course. These will provide the substance for discussion. A point-outline of the reading is often an effective way to accomplish this.

4. Integrate the material with other knowledge

Compare the material presented in the reading with that presented in other readings and with that presented in this and other classes. State the meaning or usefulness of the new material in understanding other ideas or concepts.

5. Application of the material

State why and how the new material can be useful to you and members of the class. Give examples of how you might apply it or how knowledge of it may be useful to you.

6. Evaluate the reading assignment

Support or question the validity of the arguments or the reasoning of the author(s). State why and how you think the new material is or is not useful. Evaluate the presentation in terms of clarity, consistency, balance of viewpoints, and adequacy of data. Did you find the reading interesting? Why or why not?