

EVSP341

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : DM524 **Title :** Introduction to Wildlife Management

Length of Course : 8 Charles Leake

Prerequisites : **Credit Hours :** 3

Description

Course Description: The course explores conceptually the ecological knowledge needed for wildlife conservation, including how species behavior and life history evolves and ultimately how that shapes wildlife populations. Traditional wildlife management topics will be included, along with an added emphasis on ethological implications that affect biological diversity. In addition, human behavior and its impact on wildlife populations and diversity will be studied through case studies, scientific literature, and assigned readings.

Course Scope:

This course focuses on wildlife ecology, conservation biology, population biology, and enhancement of wildlife populations through management. Emphasis is on game and non-game species, as well as management options that include human/wildlife interactions, habitat, and wildlife populations.

Objectives

After successfully completing this course, you will be able to:

LO-1 Explain the impact of individual and societal values, or conservation ethic, in determining management policy.

LO-2 Explain how general ecological principles, such as carrying capacity, competition, and predation, affect fish and wildlife populations.

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

LO-4 Apply general management principles to real problems in forest, grassland, wetland and other ecosystems.

LO-5 Analyze wildlife population dynamics, demographics, genetics and structure.

LO-6 Integrate knowledge of ecological systems with management needs into a defensible position on a wildlife management issue.

LO-7 Develop a management plan for a threatened or endangered species, or an over-abundant species, with special attention to significant state and Federal legislation and regulations.

Outline

Week 1: Introduction to Wildlife Ecology, Conservation, & Management

Learning Objectives

LO-1 Explain the impact of individual and societal values, or conservation ethic, in determining management policy.

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

Readings

Ch 1 – Introduction

Ch 2 – Food & Nutrition

Ch 3 –Home Range & Habitat Use

Assignments

Forum #1

Week 2: Movement, Population Changes

Learning Objectives

LO-2 Explain how general ecological principles, such as carrying capacity, competition, and predation, affect fish and wildlife populations.

LO-5 Analyze wildlife population dynamics, demographics, genetics and structure.

Readings

Ch 4 – Dispersal, Dispersion, & Distribution

Ch 5 – Population Growth & Regulation

Ch 6 – Competition & Facilitation between Species

Assignments

Forum #2

Proposal DUE

Week 3: Interactions

Learning Objectives

LO-2 Explain how general ecological principles, such as carrying capacity, competition, and predation, affect fish and wildlife populations.

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

Readings

Ch 7 – Predation

Ch 8 – Parasites & Pathogens

Ch 9 – Consumer-resource Dynamics

Assignments

Forum #3

Week 4: Behavioral Ecology, Climate Change

Learning Objected

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

Readings

Ch 10 – The Ecology of Behavior

Ch 11 – Climate Change & Wildlife

Assignments

Forum #4

Week 5: Experimental Management and Necessary Inputs

Learning Objectives

LO-5 Analyze wildlife population dynamics, demographics, genetics and structure.

LO-6 Integrate knowledge of ecological systems with management needs into a defensible position on a wildlife management issue.

LO-7 Develop a management plan for a threatened or endangered species, or an over-abundant species, with special attention to significant state and Federal legislation and regulations.

Readings

Ch 12 – Counting Animals

Ch 13 – Age & Stage Structure

Ch 14 – Experimental Management

Assignments

Forum #5

Draft Wildlife Management Plan DUE

Week 6: Models in Wildlife Management

Learning Objectives

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

LO-4 Apply general management principles to real problems in forest, grassland, wetland and other ecosystems.

Readings

Ch 15 – Model Evaluation & Adaptive Management

Ch 16 – Population Viability Analysis

Ch 17 – Conservation in Practice

Assignments

Forum #6

Week 7: Wildlife Harvesting & Control

Learning Objectives

LO-1 Explain the impact of individual and societal values, or conservation ethic, in determining management policy.

LO-4 Apply general management principles to real problems in forest, grassland, wetland and other ecosystems.

LO-6 Integrate knowledge of ecological systems with management needs into a defensible position on a wildlife management issue.

Readings

Ch 18 – Wildlife Harvesting

Ch 19 – Wildlife Control

Assignments

Forum #7

Poster DUE

Week 8: Theory & Management

Learning Objectives

LO-3 Apply knowledge of the relationships of wildlife within various habitats.

LO-5 Analyze wildlife population dynamics, demographics, genetics and structure.

LO-6 Integrate knowledge of ecological systems with management needs into a defensible position on a wildlife management issue.

LO-7 Develop a management plan for a threatened or endangered species, or an over-abundant species, with special attention to significant state and Federal legislation and regulations.

Readings

Ch 20 – Evolution & Conservation Genetics

Ch 21 – Habitat Loss & Metapopulation Dynamics

Ch 22 – Ecosystem Management & Conservation

Assignments

Forum #8

Final Wildlife Management Plan DUE

Evaluation

Evaluation of Assignments:

- **Forum Participation:** Students are to respond to the topics posted on the weekly forum. Postings should be well thought out and address each assigned weekly forum topic. Students should conduct scholarly research to support each forum post, as noted in the forum. Pure opinion should not be presented, as this is a scientific course. Along with their original thread and follow-up discussion within that thread addressing questions from classmates and the instructor, students are required to post substantial scholarly responses within at least two other student forum threads to discuss the concepts presented. Initial posts are required to cite at least one reference source using APA style (see further details below). All sources mentioned within forums must be properly cited in APA style, even in responses. See the Forum Grading Rubric in the Forums section of the classroom for further guidance.
- **Wildlife Management Plan:** The major course project will include four components: a proposal, a draft, a poster, and a final plan. You will develop a management plan for a threatened or endangered species of your choice. You must demonstrate a thorough knowledge of the species in question, its habitat requirements, natural history and ecology. Then using what you have learned in this course, develop a comprehensive management plan that will bring the population of your species of choice back from the brink of threatened or endangered status. You must clearly identify the factors or threats affecting the species, link the management actions you propose to the threats the species faces, explain your methods of management, why you chose the methods you did, and explain how you will monitor the implementation of your proposed plan to measure its success. There are more details on the format of this plan in the classroom. Cite all of your sources correctly in APA format within the text and at the end of your plan. Writing ability counts, as wildlife managers need to effectively communicate what is needed, why, and what the anticipated results will be. Pay special attention to crediting your sources, spelling, grammar, sentence structure and the logical progression of thought within your document. Please use the template provided in the classroom, and format the final paper in APA style.

Your final grade will be based on the following course requirements:

Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Wildlife Management Plan Proposal	13.00 %

Proposal	13.00 %
Wildlife Management Plan Draft	13.00 %
DRAFT Wildlife Management Plan	13.00 %
Wildlife Management Plan Poster	25.00 %
Poster	25.00 %
Wildlife Management Plan Final	25.00 %
FINAL Wildlife Management Plan	25.00 %

Materials

Book Title: Wildlife Ecology, Conservation, and Management, 3rd Ed.-E-book available in the APUS Online Library

Author: Fryxell, John M. / Sinclair, Anthony R. E. / Caughley, Graeme

Publication Info: Wiley Lib

ISBN: 9781118291078

Book Title: To find the library e-book(s) req'd for your course, please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

Author: N/A

Publication Info: N/A

ISBN: N/A

Journals:

The Journal of Wildlife Management

Wildlife Monographs

The Wildlife Society Bulletin

Directory of Open Access Journal: <http://www.doaj.org/>

Book Resources:

Attenborough, D. (1984). *The living planet*. Boston, MA Little, Brown.

Brown, J.H., & Gibson, A.C. (1983). *Biogeography*. St. Louis, MO: C.V. Mosely.

Brown, L.R. (1988). *The changing world food prospect: The nineties and beyond*. Washington, D.C.: Worldwatch Institute.

Clapham, Jr., W.B. (1984). *Natural ecosystems* (2nd ed.). New York, NY: McMillian.

Elliot, D.K. (1986). *Dynamics of extinction*. New York, NY: Wiley.

McArthur, R.H. (1972). *Geographical ecology: Patterns in the distribution of species*. New York, NY: Harper and Row.

Midgley, M. (1984). *Animals and why they matter*. Athens, GA: University of Georgia Press.

U.S. Fish and Wildlife Service [USFWS]. (1988). *Endangered and threatened species and plants*. Washington, D.C.: *Author*.

Sigler, W.F. (1995). *Wildlife lawenforcement*. Dubuque, IA: Wm. C. Brown.

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
 - “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
 - As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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