

**WILD 494 - 01 – Senior Wildlife Seminar**  
**Spring 2019**  
**Wednesdays: 1:00 – 2:50 PM in Forestry 106**

**Dr. Chad Bishop**

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Office Hours: Monday 9:00 – 11:00 am or by appointment (see Lisa Formanik in FOR 109 or Anne Fogel in FOR 312 to schedule a meeting with me)

**COURSE DESCRIPTION**

Effective communication skills are critical for professionals in wildlife biology. Biologists who excel at verbal communication are better positioned to be selected for jobs, to meaningfully explain the results of research, and to compel others to take actions that benefit wildlife. The goal of this course is to enhance students' oral communication skills through instruction and practice.

**COURSE OBJECTIVES**

- Learn skills to communicate effectively and strategically in various professional settings
- Gain experience giving professional-oriented oral presentations
- Practice self-critique and constructive critique of peers to improve communication skills
- Learn about wildlife biology and conservation topics

**LEARNING OUTCOMES**

*Communicate effectively and strategically.* Students should be able to:

- identify necessary steps in preparing professional seminars and speeches;
- identify techniques for engaging audiences and delivering key messages;
- tailor oral presentations to diverse audiences; and
- understand linkages between oral communication and leadership.

*Gain experience speaking in front of peers.* Students should be able to:

- prepare and deliver oral presentations in front of others;
- appreciate concepts of channeling inner-purpose and nerves into positive energy when preparing and delivering speeches; and
- overcome basic anxieties associated with public speaking.

*Critique presentations.* Students should be able to use their knowledge of public speaking to constructively critique presentations given by themselves and others, in ways that lead to meaningful improvement.

*Expand knowledge of wildlife biology and conservation.* Students should have a broader knowledge of current wildlife science and management issues.

## TEXT BOOK

*The Honest Broker: Making Sense of Science in Policy and Politics*, by Roger A. Pielke, Jr.

Reading assignments will be given in class.

## OVERVIEW OF COURSE REQUIREMENTS

Each student is required to give a short elevator speech and two, 15-minute oral presentations (one using PowerPoint; one without visual aids) focused on a wildlife biology or conservation topic. Each student will also be required to submit short (1-2 page) critiques of their own presentations after viewing them on video and to constructively critique the presentations of other students. A separate, detailed assignment sheet will be provided that sets forth expectations and provides guidance for preparing presentations. ***Your presentation TOPIC and FOUR preferred presentation dates must be submitted to the instructor by email no later than February 5. See the detailed assignment sheet for guidance. Attendance is mandatory, unless there is an exceptional circumstance and the absence is approved in advance by the instructor.***

There will be no final for those who have attended each class or received an instructor-approved absence. **Grading is CR/NCR.**

## SCHEDULE

January 15	Review syllabus and course requirements; Introduction to Effective Communication
January 22	Movies and Discussion: <i>How to Write &amp; Deliver Great Speeches</i> , Ross Shafer; <i>The Perfect Storm: Factors Influencing Conservation in the 21<sup>st</sup> Century</i> , Jim Martin.
January 29	Knowing your audience and knowing your purpose: communicating strategically and finding common ground.
February 5	Communication scenarios and discussion. Instruction for Elevator speeches. Instructor models elevator speech. <b>Presentation topics and preferred presentation dates due to Professor via Email.</b>
February 12	<b>Students Deliver Elevator Speeches.</b> Instructor models the two types of presentations that students will be required to give during the remainder of course.
Feb 19 – Mar 25	<b>Student “Technical/Powerpoint” seminars (2/19, 2/26, 3/4, 3/11, 3/25)</b>
Apr 1 – Apr 29	<b>Student “Lay” seminars w/o Powerpoint (4/1, 4/8, 4/15, 4/22, 4/29)</b>
April 29	Conclude seminars and complete course evaluations
	<b>No Final and Class Does Not Meet During Finals Week</b>

- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#) (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406.243.2243. I will work with you and DSS to provide an appropriate modification.
- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](#)

**Dropping/Adding:**

Drop/Add dates are posted at [Office of Registrar: Calendar](#).

**Important Dates Regarding Opportunities to Drop a Course during Spring 2020 Semester:**

<b>Date</b>	<b>Description</b>	<b>Date Range</b>
To 15 <sup>th</sup> instructional day	Students can drop classes on Cyberbear with refund	January 13 to <b>February 3</b>
16 <sup>th</sup> to 45 <sup>th</sup> instructional day	Drop requires instructor and advisor approvals (via Cyberbear), and there is a \$10 fee; student will receive a 'W' on transcript and no refund.	February 4 to <b>March 24</b>
46 <sup>th</sup> to last instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Concern over course grade is not an acceptable reason. Requests to drop must be approved by the instructor, advisor, and Dean and a \$10 fee applies. A WP or WF will appear on the student's transcript.	March 25 to <b>May 1</b>