

**WILD 180 - Careers in Wildlife Biology**

**Spring 2023 – 2 Credits**

**UM Land Acknowledgment**

*"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come." -UM Diversity Advisory Council.*

**Instructor:** Erim Gómez, PhD. Please call me Dr. Gómez or Dr. Gee!

**Office:** Forestry 309      **Email:** [erim.gomez@umontana.edu](mailto:erim.gomez@umontana.edu)

*Students are welcome to follow me on my Public Research and Teaching IG: @CumbiaConservationist*

**Office Hours:** Monday 2:00-4:00 PM, Thursday 2:00-4:00 PM, or by apportionment.

**Teaching Assistant:** Tara Meyers, MS      **Email:** [tara.meyer@umconnect.umt.edu](mailto:tara.meyer@umconnect.umt.edu)

*TA should be CC'd on all emails regarding assignment questions, scores, or other course-related questions. Inquiries unrelated to assignments or the class can be sent to only Dr. Gómez.*

**Lecture Times:** 10:00 AM – 10:50 AM – Tuesday (T) and Thursday (R)

**Location:** Natural Science 307

**Class is Face to Face:** This is the expectation. If a student does not have accommodation from the UM Office of Disability Equity, then the student is expected to attend in person.

**For Zoom Meeting**

<https://umontana.zoom.us/j/99786294300>

**Meeting ID:** 997 8629 4300

**Passcode:** 573597

**Zooming in is not considered attendance.**

**Learning Outcomes**

*This is a first-year 2-credit class and is taught as such. Wildlife biology profession and associated career opportunities (60% of the course).*

- a. Learn to write an effective resume
  - b. Learn to write an effective cover letter
  - c. Learn where to seek career opportunities and experiences
  - d. Learn from the personal experience of wildlife and conservation professionals
2. Develop a basic understanding of wildlife biology and management (40% of the course).
    - a. The historical origins and development of wildlife management and conservation in North America, including the "North American" Model of Wildlife Management
    - b. Fundamental concepts underlying wildlife biology, management, and conservation

**Note:** *This is a Careers in Wildlife Biology class, not Introduction to Wildlife Biology. If a student wants to take an introductory class, please take WILD 105N Wildlife and People, which is offered in the fall.*

### Course Website

Moodle [UM Online](#). When you log in to Moodle, you can find and access our course website (WILD 180 – Careers in Wildlife Biology). There is an online Moodle 101 course to assist you in learning the basics of navigating and using Moodle. Moodle issues that cannot be solved using that training may be directed to Kaity.

### Required Online Textbook

"Introduction to Wildlife Management and Conservation in North America." Chad Bishop 2023 et al., Readings ISBN: 9781680755978 Edition: 1. The online textbook can only be purchased from the publisher at <https://www.greatriverlearning.com/product-details/2122> or **UM Bookstore**. Please price compare. **The online digital textbook will be live on Wednesday, January 17, 2022.**

**You will need a textbook to take the quiz within the digital textbook. Each student needs their own digital copy.**

Additional readings will be posted on Moodle. Also, "A Sand County Almanac" by Aldo Leopold is recommended reading for all wildlife and conservation students.

### Class Material

**Required: Writing utensils (i.e., pen or pencil) and paper that you can turn in after class. The online students will be asked to post their thoughts on Moodle.**

**Recommended:** One of the following: tablet, laptop, or smartphone for attendance or class activity.

### Lecture Schedule and Classroom Learning Environment

A lecture will be delivered each class period by the professor, teaching assistant, or guest lecturer. Lectures will be recorded. Lectures will be based on a PowerPoint presentation, which will be made available to students after the lecture through Moodle. Class periods will also include small group discussions facilitated by the Teaching Assistants and Learning Assistants. The purpose of these discussions is to enhance classroom learning by providing students the opportunity to engage with their peers in dialogue on the topics covered in class. **To allow time for quality classroom discussions, not all material contained within the textbook or reading will be presented formally during class time.** Thus, students will need to study all material contained within the textbook and readings for each quiz, regardless of whether the given material was presented during class.

#### Think, Pair, and Share

We ask a lot of questions in this class. So we use the [Think, Pair, and Share Method](#). I will ask a question that may or may not have an answer. Students will write their answer(s) out, then pair up and share it with a classmate or two. I may cold-call on students to share their answer(s) with the class after this exercise. This includes students who are on Zoom. Sometimes I will ask questions and call on students who raise their hands. I will never cold-call a student without doing the Think, Pair, and Share exercise.

### Quizzes

There will be several quizzes. The quizzes will focus heavily on course material presented in the textbook, lectures and associated PowerPoint presentations, big themes, and guest speakers' presentations. Quizzes may also include material associated with assignments and assigned readings. All quizzes are open notes and taken outside of class. Students are on the honor system to work on their own. This is the expectation.

### Zoom Recordings

*I reserve the right to change the syllabus with reasonable notice given to the students.*

Be aware that all classes are recorded.

### Assignments

Three MAJOR assignments will be made throughout the course to enhance your learning of the course material. Students will be expected to complete the assignments outside of class and submit them through Moodle on or before the assigned due date. **In the event a student encounters a problem uploading the assignment to Moodle, the student may email the assignment to the instructors and the TA. Assignments can be docked 10% for each day the assignment is late.** After 6 days, all assignments will only get 50%, and all late assignments must be turned in by **Friday, May 5th by 11:59 PM.**

### Course Grade

A	93≥	B+	87≥	C+	77≥	D+	67≥
A-	90≥	B	83≥	C	73≥	D	60≥
		B-	80≥	C-	70≥	F	60<

### Points

### Quizzes

All quizzes are in the **online textbook** or on **Moodle**.

Pre-Assessment Quiz	10pts	<i>You get all points for just taking this quiz.</i>
Post-Assessment Quiz	10pts	
Syllabus Quiz	10pts	
Textbook and Moodle Quizzes	10pts* Each	

**\*There will likely be between 12-15 quizzes. This applies to all quizzes. You will always have at least a week to prepare. No final exam; only a quiz worth 10 points. The final quiz may be a mix of cumulative questions and questions from readings. All quizzes are taken online outside of class.**

### Assignments Due Dates 11:59 PM On Moodle in PDF Format

My Wildlife Story	20pts	Thursday, Jan 26
Resume	40pts	Thursday, Feb. 23
Cover Letter	50pts	Thursday, March 30
Long Term Career Plan	40pts	Thursday, April 27
Optional Bonus Assignment	10pts	Friday, May 5

**Note:** All assignments must be submitted in **PDF format by 11:59 PM** to Moodle. If any other format, the assignment will be **docked 10%**. If you turn in a copy that can not be opened, we will assume you didn't turn it in because you effectively didn't.

[Convert Word Doc to PDF Tutorial](#)

[Convert Google Docs to PDF Tutorial](#)

## Forums and Discussions

Online Textbook Forums and Discussions      **1pt** per forum or discussion.

## Attendance Policy

**Students are expected to attend all classes in person** unless they have accommodation or have already communicated a reason for absence or zoom attendance with me. **I will pass around a physical sign-in sheet for students to sign.**

**All students get 4 free absences. Please do not email the instructor or the TA regarding a single absence. Missing more than 4 classes will result in a 2% total grade deduction, missing five classes will be an additional 4% deduction, and 6 absences will result in an additional 6% deduction. Having more than 6 absences will result in course failure.** Attendance is mandatory; your desire to learn and do well in the course will dictate your presence. Students are individually responsible for all information presented in lectures, guest lectures, assigned textbook readings, posted readings on the course Moodle website, and class assignments. In the case of medical or other emergencies (e.g., legitimate, planned absences). Formal documentation may be required for legitimate emergencies that require a student to miss an assignment or quiz. ***Before you email me and ask me if you will or have missed something important, [read this humorous essay.](#)***

**I suggest checking your email before coming to class, as Dr. Gómez can get sick too.**

## Speaker Series

- List of speakers will be posted on Moodle
- Speakers typically present on Thursday
- **Please ask questions to the guest speakers.**
- **Please do not have private conversations when a guest is speaking or I am speaking.**

## Emails

Note: On a daily basis, I receive 20-40 emails that are related to the work that I do for the university. I spend several hours a day reading and responding to emails. **Before emailing me, please read the syllabus to see if your question is answered in the syllabus.** Try to ask assignment questions in class when I ask if there are any questions. For questions you may not want to ask in front of the whole class, you may speak to me after class. If none of those options will work, please email me or see me during office hours.

## Email Policy

All professors and TA's, not just Dr. Gómez, are *only* expected to respond to emails during working hours and business days, and generally within **two business days. Don't expect responses on the weekends.** If I don't get back to you within **2 business days, please email me again.**

## Audio Responses to Emails

**I may respond to emails with a short audio or video clip to save time and be more effective.** Please do not share or post these recordings. I do this because I can give students a quicker and more detailed response this way. **If you would rather have a written response, please say that in the email or reply asking for a written message.**

## Sending Professor or TA an email

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I expect emails to myself and the teaching assistant from students to be **composed professionally**, with a **CLEAR** subject line that **CLEARLY** identifies the COURSE [i.e., Subject: WBIO 180: Descriptive Subject Heading], and a clear, concise question. [Here is a link on how to email a professor](#). As a professional, you will need to send lots of emails. Think of this as practice.

### Email Example

Subject Line: WILD 370 Question on next week's assignment.

Hello Dr. Gómez,

I am a student in your Wildlife Habitat course. I have a question about the report due next Thursday and I was not able to find the answer on the assignment details. Should our report draw only on readings listed on the syllabus, or can I incorporate scholarly articles I read on my own as long as it fits with the subject of the assignment?

Best,  
Monica Rodriguez

### Setting up a meeting

**An Outlook invitation is required for meetings with me.** Please send an outlook invitation once a meeting time has been agreed upon, even if the meeting time is during office hours. **If a meeting isn't in my Outlook Calendar, don't expect me to be available.** In my mind, if the meeting isn't in my Outlook calendar, the meeting does not exist. As a professional, you will need to send Outlook invitations.

**Students are responsible for sending an Outlook invitation for meetings.** If you want to meet with me during office hours, please send an Outlook invite because I may already have a student meeting with me. Below are general instructions for sending an Outlook invite. However, there are multiple resources you can search for online if you need further assistance.

1. Home to [www.umt.edu/my](http://www.umt.edu/my)
2. See UMConnect Email [www.umt.edu/umconnect](http://www.umt.edu/umconnect)
3. In Outlook Calendar, select New Appointment.
4. If you want, select Invite Attendees to add people and make your appointment a meeting.
5. Add people in the To field, and then enter a Subject, Location, Start time and End time.
6. Select Scheduling Assistant to check the availability for attendees.
7. Select Send to send the meeting invitation.

### [Tutorial for Outlook Application](#)

### Academic Dishonesty

The assignments and assessments are designed to help students learn concepts and skills and demonstrate mastery of them. The students themselves must do the work. Academic misconduct includes taking shortcuts, exploiting loopholes, gaming the system, or not following assignment instructions honestly. No use of artificial intelligence to write papers or other assignments.

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](#). Plagiarism qualifies as academic misconduct. Students often misunderstand plagiarism, particularly when reporting information from the web or other digital sources. Anytime a student extracts information from another source for an assignment or paper, it is critical that students cite the source. If a student includes text verbatim, students must place the text in quotes and cite the source

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accordingly. We are less concerned with the format of a student's citations at this point than the fact that the student attempts to appropriately reference the source.

A student will receive a zero for an assignment if there is academic misconduct. Further, a student may fail the course and be reported to Academic Dean (or designee) and Academic Conduct Board which may have their own sanctions as per the Student Conduct Code.

### **Accessibility Statement**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, [ode@umontana.edu](mailto:ode@umontana.edu), or visit [www.umt.edu/disability](http://www.umt.edu/disability) for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

*Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office for Student Success for support. There is also the [UM Food Pantry](#). Furthermore, please notify the professor if you are comfortable doing so.*

### **COVID Policy**

- *Consider wearing a N95, KN95, or KF94 to class*
- Don't come to class if you have COVID symptoms
- Zoom into class if you can't come to class in-person. No need to email the professor.
- Contact the Office for Disability Equity (ODE) if you need accommodation
- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.

### **Curry Health Center Counseling**

Counseling assists students by addressing their personal counseling and psychotherapy needs for the purpose of helping them gain the most from their time on campus. When a student's mental health care needs are beyond the scope of our services, we will assist with referrals to community-based providers for specialized or longer-term care.

Services provided:

- Individual Counseling (telecounseling only)
- Group Therapy - (telecounseling only)
- Topical Seminar - (telecounseling only)
- [Urgent one-time Appointments](#) Available
- Limited Psychological Assessments
- [Psychiatric Consultation](#)
- Consultation with concerned others
- Referrals to community-based resources
- [Behavioral Health Options](#) for alcohol, other drugs, gambling, and weight management

Call 406-243-4712 to make an appointment. For crisis, call the National Suicide Lifeline at 1-800-273-8255, contact the Crisis Text Line: text MT to 741-741, or contact your nearest Emergency Department.

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From Curry Health Center Counseling Services: We provide a confidential and inclusive environment to address the personal, behavioral, and mental health needs of all UM students. We specialize in addressing the concerns and goals of our diverse UM community. Every student must navigate a wide variety of stressors and challenges during their college career and we're here to offer support as well as assist in getting connected to resources on and off campus. Our licensed counselors, social workers, and psychologists, as well as advanced graduate students, offer individual and group therapy in addition to urgent counseling.

### Classroom Etiquette

As a learning community, it is important for us to work together to ensure that we are fostering a positive and respectful learning environment for all. Below are some selected guidelines.

- Please ensure that you are prepared for class by doing the assignments, having supplies in hand, and being prepared to learn and participate.
- Note-taking with devices (e.g. laptops, iPads) is allowed, but please stay on task. Doing other homework, checking your Reddit, Snapchat, Tik Tok, stocks, the GU Basketball score, or anything else not related to the class is not only distracting to you but also to your neighbors.
- Please be considerate about your food choices, especially those that are noisy or particularly odorous. *Coffee is encouraged.*
- Unless we are doing group work, please do not carry on private conversations with others.
- While I do want you to enjoy this course, please be respectful and act professionally towards your colleagues and me.
- Please do not text while I am lecturing. *Why? It is really distracting to me.*

### ZOOM – Student Online Classroom Etiquette

- **OMG, please wear a shirt! Guess why I have to add this.**
- **Cameras should be on, please.**
- **Do not record and post Zoom to social media.** Lecturer material is the property of the instructor.
- **No Zoom pranks!** They are distracting to the learning process.
- Try to log into your class or meeting from a distraction-free, quiet environment.
- Please keep your audio on **mute** until you want to speak. This will help to limit background noise.
- Consider using headphones with an external mic for best hearing and speaking capabilities.
- **Close unneeded applications** on your computer to optimize the video quality.
- If you would like to speak or answer a question, write it in the chat so an LA can ask in-class. Or use the “Raise Hand” feature on Zoom. **Then unmute yourself and ask through Zoom.**
- When you are speaking, let others know that you are finished by saying something like, "That's all," or "I'm done," or "Thank you," so that everyone knows you have finished your comments.
- If you would like to use the **chat window**, remember that it is **public**, and a record of the chat is kept and archived, **even in the breakout rooms.**
- Keep paper and a pen or pencil handy to take notes.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through.
- Please do not use profanity or inappropriate language.
- **Pets are allowed to make appearances.** 🐾

### Title IX and Mandatory Reporting

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*Please be aware that all university employees must, within 24 hours of receiving the information, report information they have about discrimination based on sex and sexual harassment involving students, as defined by UM's Discrimination, Harassment, and Retaliation Policy, to the EO/Title IX Coordinator. The employee must provide the EO/Title IX Coordinator with all information they have directly related to the incident. This includes, but is not limited to the names of people involved, as well as facts, including the date(s), time(s), and location(s). Dr. Gómez is subject to this reporting.*