University of Wisconsin-Madison • Environmental Studies 413: Preserving Nature • 3 credits Course designations and attributes: Y for Biological and Social sciences
Requisites: Recommended Bot/Zoo/ES 260 Introductory ecology or similar course

Instructor: Adrian Treves, PhD • 30A Science Hall, Nelson Institute for Environmental Studies http://faculty.nelson.wisc.edu/treves/ • atreves@wisc.edu • 608-890-1450
Virtual office: Zoom meetings to be announced
Instructional mode online / Blended

instructor-student contact will occur through video lectures and asynchronous discussions between individuals or groups of students and the instructor. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), including online lectures, reading, writing, and other student work as described here.

Course description: The goals of this course are to understand the theory and practice the skills of effective, scientific, ethical, and legitimate preservation of nature (biodiversity, the atmosphere, water, etc.). Successful students will learn from global lessons in how to intervene against threats to nature, and the roles of ethics, law, and research in preserving nature. Students will gain mastery of terminology and usage so as to communicate professionally about nature preservation.
Expected Learning outcomes

- Demonstrate understanding of the environmental provisions in national constitutions and U.S. co-sovereign federal-state-tribal governance as these relate to environmental protection.

- Display mastery of the fundamentals of biodiversity and the atmosphere, and what human activities threaten extinction, climate change, and water quality.

- Summarize the ethical and legal roles – of the public, civil society activist organizations, legislatures, executive branches, the judiciary, and public scholars – in preserving and impairing nature.

- Communicate professionally about effective conservation practice and scientific integrity.

- Explain the social, economic, and/or environmental dimensions of the sustainability challenge(s) of preserving nature for future generations.

- Analyze the causes of and solutions for the sustainability challenge of preserving nature for future generations.

- **COURSE POLICIES**
  Grade over 350 points: <60% = F, >90% = A, all letter grades in between are curved based on peers and aiming for one-fifth AB, half B, one-tenth BC or lower. Starting with **Module 0 Introductions, syllabus, course mechanics:** Time estimate: 4 hrs, 10 point quiz. **Module 1 Why preserve nature? Who should do it and why should you care?** Time estimate: 40 hrs, 100 points in 1 assignment including peer-to-peer review, allocated over three parts with three due dates, plus and 1 exam with multiple choice questions and 2 attempts per student. **Module 2 Biodiversity and threats of extinction:** Time estimate 40 hrs, 100 points in 2 exams with multiple choice questions and 2 attempts per student. **Module 3 Earth's life support systems and threats of climate change and water pollution:** Time estimate 20 hrs, 60 points in 1 exam with multiple choice questions and 2 attempts per student. **Module 4 Human dimensions: scientists, practitioners, decision-makers, managers, and the public both current and future:** Time estimate 35 hrs, 80

points in 1 assignment involving scientific writing and 1 exam with multiple choice questions and 2 attempts per student.

- **Required textbook, software and other course materials**
  All readings are freely available online. The Oxford English Dictionary (OEC) is **required** and can be accessed through the UW library system at: www.oed.com.ezproxy.library.wisc.edu I ask that you check the learning management system CANVAS every day for a 4-week course, every other day for an 8-week course, and biweekly for a 15-week course.
  Expectations for assignments and completing work on time

In this course, you will be joining a well-defined community of learners with common goals. Some people believe that online courses require less time than traditional face-to-face classes, but this is a misconception. Learning in an online environment requires you to work in a way that is different from the way you would work in a traditional classroom, but not less rigorous. Even though you are not required to attend class at a specific time, you are **required** to watch lectures and complete learning activities in CANVAS. While you will have to adhere to a fairly tight schedule, you will have the flexibility of scheduling that you would not have in a traditional course. Essentially, this means you must be proactive and make a commitment to learning.

- I expect that you will actively participate in this course. Much of the learning in an online course requires self-discipline. **You should plan to access the course materials regularly. Use the course schedule on CANVAS to help plan your workload and remain aware of upcoming deadlines. Changes and updates will be posted in the News area of this course site.**

- I expect all students will complete all assignments and turn them in by the due dates listed in the CANVAS Calendar. **Late assignments will not be accepted.** If you unexpectedly encounter problems meeting course due dates, you MUST notify the instructor by email within 24 hours and present an appropriate reason. Appropriate reasons for late assignments include medical emergency for self or immediate family or professional travel (requires formal letter of explanation from the host or agenda showing student's name). You MUST provide this reason within 24 of notifying the instructor. Please include a proposed date you can attain. The instructor retains final say about extensions to due dates.

- **You may request re-grading of an assignment. However instructors reserve the right to re-grade the entire assignment, which can mean loss of credit ultimately.**
  Fair Credit
  Assignments with evidence of plagiarism – or its relative 'not giving fair credit to other authors or
  creators of content' – will receive zero credit regardless of whether the work is correct. Two incidents will result in communication of the case to the Dean of Student Life.
  Plagiarism is the copying of someone else's work--whether it is your classmate or another author, whether it is written or spoken. Not giving fair credit to others includes misattributing ideas to them or failing to give them credit for their ideas or communications. These forms of academic misconduct can be avoided by combining ALL of the following steps in your oral or written work:

- Integrate information from multiple sources when you write or speak and use your own words so the output is original and does not directly copy any other person's work.

- Credit the authors of work you used so that your reader can find the exact same source in the place you report you found it.

- Cite sources appropriately in two places as follows: (a) include both a shortened in-text citation (e.g., Treves 2018 or Treves et al. 2018) – 'et al.' is short for 'et altera' and means 'and others'; (b) the in-text citation must be exactly repeated in the bibliography or literature cited section with its creator, title (if any), date, and location, e.g., "A. Trev*es et al. (20*18) Intergenerational equity can help to prevent climate change and extinction. Nature Ecology & Evolution 2, 204-

207." or for websites, e.g., "Carnivore Coexistence Lab. 2018. Publications. http://faculty.nelson.wisc.edu/treves/publications.php accessed 21 April 2018"; (c) for sources that are missing any of the above **required** elements of appropriate citation, You must explain in writing what was missing and precisely where the reader will find the exact same source.

If you wish to use the exact wording of another author, place the text in quotations in your text and provide the exact page number or location (e.g., time in an audio recording). Do not modify the original text. If you need to connect different passages use '...' but do not cite out of context (the surrounding words) or distort the meaning by excerpting sections. For example, "The global crises of climate change and extinction imperil all life on Earth, including present and future human generations. ... 144 nations emit the majority of atmospheric CO2 and host most of the world's biodiversity by several measures." (p. 204, Treves et al. 2018).

Always try to find the primary reference to a statement rather than someone else's repetition of it. This may not always be possible for obscure sources. Wikipedia, Google, and the like are NOT primary sources, although they may lead you to appropriate primary sources, which should be read in the original.

Even when an assignment demands that you copy text, you must cite your source carefully. **Rules, Rights, Responsibilities:** Please refer to UW-Madison's Guide regarding students' Rules, Rights

and Responsibilities: http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext
 Netiquette [1]**:**

- Students are responsible for good behavior online, just as they are in a traditional classroom. Always use a computer in a way that shows consideration and respect. Do not use threatening or pornographic language. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper. Your UW email address is not private. Email with your online classmates should be course-related. It is prohibited to send unsolicited non-academic email to your online classmates.

- We take integrity and authenticity of student work very seriously. Because it is easy to copy from the internet, it may be tempting. See the policy on fair credit to others above.

- Security is a high priority, especially when the system involves many users. If you identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.

- Beware of emails from anyone you don't know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your instructor or other UW employee of any message you receive that is threatening or aimed at you with offensive content.

- Protect your password. Keep it secret from anyone except your close family.

- This document sets forth guidelines for e-mail communication with the course instructor. Excessive e-mails make unreasonable time demands on both sender and recipient. Please ensure you have a reasonable need before you write. Thanks. Your instructor will answer e-mails about (a) understanding course content, (b) requests for feedback about graded assignments, (c) private issues that affect learning or participation in the course. Your instructor will not answer e-mails
[1]* Sources: Shirley Waterhouse and Rodney O. Rogers (3004) "The Importance of Policies in E-Learning Instruction" EDUCAUSE Quarterly 3: 28-39 and Florida virtual School Handbook 2015-2016 https://www.flvs.net/docs/default-source/full-time/resources/flvsft_highschool_handbook.pdf?status=

that pose questions answered in the syllabus other than to direct you to the syllabus, (b) lacks a

subject line pertinent to the course or to prior discussions, (C) raises an inappropriate subject.

- Course materials, including student work and unpublished research, should not be shared or distributed without written permission.

- Your instructor will answer e-mail received within 24 hours unless they have notified the class of an interruption of service.

- We assume no responsibility for any phone charges, line costs, or usage fees for connectivity to the Internet.

- It is illegal to create harmful computer viruses. We will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation. Any violations by the student or parent/guardian may result in removal from course(s), as well as other disciplinary or legal action.
Accommodation for Students with Disabilities
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.
Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php
A Safe and Welcoming Classroom
Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the

contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. Safe and welcoming classrooms "encourage that continual and fearless sifting and winnowing by which alone the truth can be found" by fostering an environment of free speech consistent with US law and safe from threats or violence.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

GENERAL UW Policies for all syllabi

General Instructional Information During COVID-19

(Actual syllabus template begins on pg. 3)

This 2020-2021 version of the campus syllabus template specifically addresses policies, resources and information developed in response to the COVID-19 pandemic. Because of this, we recognize the template includes much more information than is typical. As of Decemebr 21, 2020, we have updated certain sections throughout this document, denoted with "***," to address these most recent campus updates, policies, etc., that relate to instruction.

Providing a syllabus is a critical means for clearly communicating essential information to students. It also is a vital component of the course design process. The template outlined below provides both required components and recommended components. The template is also available digitally through Canvas (see the "Course Syllabus/AEFIS" menu item). *Learn more about* how to use the digital syllabus template.

UW-Madison is actively implementing measures to protect the safety, health and well-being of all students and instructors, particularly during the COVID-19 pandemic. Preserving the health of our campus community will be a broadly shared responsibility. In order to provide students and instructors with a safe, in-person learning environment, students and instructors have a shared role in adhering to the following protocols while in instructional spaces. More details about these protocols are available at the Instructional Continuity website and are aligned with broader campus health and safety protocols, outlined on the university's COVID-19 Response website.

***Campus Guidance on the Use of Face Coverings

Face coverings must be correctly worn on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people. (See section titled: "Guidance on the Use of Face Coverings" in the template.)

Quarantine and Isolation (for remote and in-person instruction)

Every effort should be made to accommodate the academic progress of students who become ill, or are asked to isolate or quarantine. It is essential for students to have the confidence that their progress and grade will not be put at risk by staying out of class because they are experiencing possible-COVID19 related symptoms, or are required to isolate or quarantine. Instructors are encouraged to plan for this event with highly flexible course plans that utilize content delivery via Canvas and reserve in-person activities for participation and discussion.

If a student becomes ill and needs to suspend or reduce their class participation, then the student should consider dropping the course, or the instructor may need to discuss with the student whether the conditions of an incomplete grade are likely. While flexibility is greatly encouraged, this does not imply that work towards achievement of course learning goals and engagement in activities is optional. (See section titled: "Isolation or Quarantine due to COVID-19" in the template, as well as these additional guidelines and resources.)

Specify How Credit Hours are Met by the Course

This is a requirement of our HLC accreditation. Use one of the three definitions below from the UW-Madison Credit Hour Policy. *Follow* these recommendations *for how to describe this credit information in a syllabus.*

a. Traditional Carnegie Definition – One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks. This is the status quo and

represents the traditional college credit format used for decades. If you have regular classroom meetings and assign homework, reading, writing, and preparation for quizzes and exams, make this choice.

- 45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. This option may be useful for nontraditional formats, "flipped" courses, lab courses, seminars, courses with substantial meeting time and little out-of-class work, or any time this is a better fit for learning activities than the Carnegie definition.

- Demonstration of Equivalent Learning – This option is likely to rarely be used because it needs thorough documentation of learning as equivalent to what would be learned in the Carnegie credit format or 45-hour formats. Contact the Vice Provost of Teaching and Learning before using. One credit is established by a demonstration of student learning equivalent to what would be learned in a course with one of the other methods of determining credit.

***Campus Spaces for Virtual Learning & Testing

Dedicated on-campus spaces with high-speed internet are available for students to reserve for any exam/quiz taken

during the semester. Computers can also be requested.

***Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educationl interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Evaluations

Indicate how students can evaluate the course. For example:

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

For instructors using the campus digital course evaluation survey tool, AEFIS.

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge

***Campus Guidance on the use of Face Coverings
Face coverings must be correctly worn on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in- person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably

linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

Instructors should discuss academic integrity with students early and often. For suggested ways to engage students in these discussions, see the College of Letters and Science Remote Teaching Toolkit.

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin- Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Academic Calendar & Religious Observances

See: https://secfac.wisc.edu/academic-calendar/#religious-observances