ESRM 350
Discussion Section

Autumn 2014

Introductions

• Name
• Home department/school
• Why you are taking class
• Favorite wildlife species
Wildlife Conservation Case Studies

- Group exercise (4-6 members)
- Each group will
  - Choose a wildlife conservation issue, centered on (one or a few interacting) species
    - e.g., impact of recolonizing wolves on livestock in northwest USA
    - e.g., barred and spotted owls in OR and WA
  - Issues should be regional (northwestern USA); researched; contemporary
  - Present the case study to the rest of the section, and lead a discussion

Group Presentations

- PowerPoint
- ~ 30 minutes
  - can solicit questions/discussion throughout or leave to the end
- 5 components
  - Introduce the speakers
  - Introduce the animal or animals
    - natural history, interesting features
    - video encouraged
  - Explain the conservation issue
    - explain the conservation issue (what is the threat, what parties are involved?)
Group Presentations

- **5 components**
  - Synthesize pertinent research on the issue
    - what does science say about the severity of the threat, likely outcomes if the issue is left alone, possible solutions, and future research needs
    - not an exhaustive review; just key papers
  - Recommendation
    - What should be done next, in terms of both research and management/policy?

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Group Presentations

- Presentations will be followed by ~ 30 min of discussion
  - Group members should be prepared to lead discussion with prompts
  - Audience expected to ask questions and provide their opinions/ideas

- Exercise meant to provide speaking experience and be informative and *fun*
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
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<tbody>
<tr>
<td>9/29 (AA)</td>
<td>Introduction (AW)</td>
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<td>9/30 (AA)</td>
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<tr>
<td>10/6 (AA)</td>
<td>10/7 (AB) Example case study: the decline and fall of the white-tailed ptarmigan (AW)</td>
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<td>10/13 (AA)</td>
<td>10/14 (AB) Example case study: conservation of barn owls (CF)</td>
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<td>Formation of groups</td>
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<td>10/20 (AA)</td>
<td>10/21 (AB) Selection of case studies, preparation for presentations</td>
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<td>10/27 (AA)</td>
<td>10/28 (AB) Preparation for presentations</td>
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<td>11/3 (AA)</td>
<td>11/4 (AB) Preparation for presentations</td>
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<td>11/10 (AA)</td>
<td>11/11 (AB) NO DISCUSSION - HOLIDAY</td>
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<td>11/17 (AA)</td>
<td>11/18 (AB) Presentations (2)</td>
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<td>Section AA: TBD</td>
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<td>Section AB: TBD</td>
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My turn first

Then Laurel...

Deadline for getting your presentation topics approved (by end of session)

Your time to work in groups; we'll be available in 107 to provide feedback, advice

Same

Work outside of class

First two presentations

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## Schedule

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<tr>
<td>11/24 (AA)</td>
<td>11/25 (AB) Presentations (2)</td>
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<td>Section AA: TBD</td>
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<td>Section AB: TBD</td>
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<td>12/1 (AA)</td>
<td>12/2 (AB) Presentations (1/2)</td>
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<td>Section AB: TBD</td>
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Next two presentations

Final presentation(s)
Grading

• 100 points for the group presentations
  - quality of presentation (75%)
  - quality of discussion leadership (25%)
• 50 points for participation
  - Peer evaluation
  - 50% of your total class participation score