COURSE DESCRIPTION AND OBJECTIVES

Conservation practitioners employ a range of tools that fall under the umbrella of Scientific Literacy. In order to prepare for a career in conservation science or conservation management, it is vital that students develop science literacy skills. It is the goal of this course that students develop 1) a clear understanding of the scientific process & scientific analysis; 2) the ability to communicate the science of conservation to different audiences, 3) the ability to think critically about conservation issues, how they are studied, and how they are discussed in public discourse, and 4) the ability to place individual studies and issues in the larger context of biodiversity conservation.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture subject</th>
<th>Guest talk</th>
<th>Project updates</th>
<th>Assignment due</th>
<th>Readings</th>
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<tr>
<td>Sept. 12th</td>
<td>Introduction</td>
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<td>Schindler et al 2016;</td>
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<td></td>
<td>Group project orientation</td>
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<td>Schindler 2017</td>
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<td>Cvitanović et al 2015</td>
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<td>Sept. 26th</td>
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<td>Synthesis</td>
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<td>Oct. 3rd</td>
<td>SciComm</td>
<td>Jode Roberts</td>
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<td>Nature conservancy memo;</td>
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<td></td>
<td>(David Suzuki Foundation)</td>
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<td>Legagneux et al 2018</td>
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<td>Oct. 10th</td>
<td>Blogging</td>
<td>📄 eco restoration?</td>
<td>project update 1</td>
<td>Press release</td>
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<td></td>
<td>Study design &amp; research methods</td>
<td>📄 eco restoration?</td>
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<td>Boerema et al 2017</td>
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<td>Oct. 24th</td>
<td>Hypothesis testing &amp; basic stats</td>
<td>📄 eco restoration?</td>
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<td>Oct. 31st</td>
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<td>Blog</td>
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<td>Underwood Ch. 2 &amp; 3</td>
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<td>Nov. 7th</td>
<td>Biological control</td>
<td>Julia Phillips (Parks Canada)</td>
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<td>Underwood Ch. 4 &amp; 5</td>
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<td>Nov. 14th</td>
<td>Funding proposals</td>
<td>Marc Cadotte (UTSC)</td>
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<td>Nov. 21st</td>
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<td>Exp design</td>
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<td>TBA</td>
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<td>Nov. 28th</td>
<td>Group Presentations</td>
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EVALUATION

Assignments:
Article synopsis/contrast: (10%)  
Press release (10%)  
Blog post (10%)  
Experimental design (10%)  
Group paper & presentation (40%)  
Participation (20%)  

Evaluation will be carried out in accordance with the Graduate Grading and Evaluation Practices Policy (and how that policy is interpreted and applied in this Dept.)  
http://www.governingcouncil.utoronto.ca/policies/uniassgpp.htm

READINGS

Week 1: introduction, no readings  
Week 2: Group project orientation  
2. Schindler et al (2017) - Facts Don't Matter-Harper is gone, but pro-development governments continue to ignore science – Alberta news  

Week 3: The Science-Policy Interface  

Week 4: Science Communication  

Week 5: Blogging, no readings  

Week 6: Topics in Scientific Literacy - Ecosystem services  

Week 7: Research methods & experimental design  
1. Underwood Chapters 2 & 3  

Week 8: Hypothesis testing & basic statistics  
1. Underwood Chapters 4 & 5  

Week 9: Group project updates, no readings  

Week 10: Topics in Scientific Literacy - Biological control  
1. TBA  

Week 11: Funding proposals, no readings
Week 12: Group presentations, no readings

You are expected to have read the assigned readings prior to class. This will provide a contextual grounding for in-class discussions. There is no assigned textbook for this course. Required Readings and Lecture Notes: Electronic versions of required readings and lecture notes will be placed on the Quercus course website immediately after the lecture. In the case of primary literature, a link to the library electronic version will be provided. Posting of the presentations of guest lectures will be at the discretion of the guest.

EMERGENCY PLANNING
Students are advised to consult the university’s preparedness site (http://www.preparedness.utoronto.ca) for information and regular updates regarding procedures relating to emergency planning.

ACCESSIBILITY NEEDS
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact The UTSC Accessibility Services as soon as possible: http://www.utsc.utoronto.ca/~ability/
We also suggest you also refer to the following University of Toronto Scarborough Library link: http://utsc.library.utoronto.ca/services-persons-disabilities

PLAGIARISM
University of Toronto code of Behaviour on Academic Matters states that "it shall be an offense for a student knowingly: to represent as one’s own any idea or expression or an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism."

For accepted methods of standard documentation formats, including electronic citation of internet sources please see the UofT writing website at: http://www.writing.utoronto.ca/advice/using-sources/documentation

The full Code of Behaviour regulations could be found from consulting http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx

WRITING AND ENGLISH LANGUAGE
As well as the faculty writing support, please see English Language and writing support at University of Toronto: http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx

Students have commented that they found the latter address extremely helpful for writing term papers.
The following are also useful:

LATE WORK
Assignments must be handed in at the beginning of class. A penalty of 10% per day, including weekend days, will be incurred for late assignments.