ENR 5348: Conservation & Management of Aquatic Populations.
The Ohio State University
School of Environment & Natural Resources
Credit: 3-units

Instructor & Contact Information
Dr. Lauren M. Pintor
Office: 473C Kottman Hall
Office hours: By appointment
Email: pintor.6@osu.edu (please allow at least 24-hours for a reply)
Phone: 614-292-9803

Course Description & Goals:
The goal of this course is to apply concepts and principles from the fields of population ecology, demography and population genetics to current conservation and management problems facing populations of aquatic organisms.

Specifically, the goals of this course are to: 1) identify and link relevant population principles with conservation and management issues facing aquatic populations, 2) critically evaluate the application of population principles to the conservation and management of aquatic organisms and ecosystems, 3) develop a toolbox of methods and solutions to solve conservation and management issues facing aquatic populations, and 4) apply population principles to current conservation and management issues through group-led discussions.

Course Schedule & Meeting Times:
Monday’s & Wednesdays, 3:00 – 4:20pm
Meeting Room: 370 Kottman Hall

Course Materials:
Required:
2. Selected book chapters & journal articles readings will be posted as .pdf’s on the course website.

Recommended Supplemental Reading:

Grading & Assignments
1. Exams (50%, each worth 25%)
   • Midterm
   • Final (composed of 80% post-midterm material, 20% pre-midterm material)

2. Student-led discussion of peer-reviewed journal article (15%)
   • Each student will be responsible for leading one interesting and informative discussion of a peer-reviewed journal article(s) associated with the week's topic. The goal of these
discussions is to critically evaluate the application of population-level principles to a current conservation issue facing aquatic populations. Pairs of students will lead discussions, i.e. students will not run a discussion alone.

- In addition to being prepared to lead a discussion on the article given to you, each group should find as much information as possible from primary journal articles and popular science articles about their topic. At the time of your presentation, you should provide the class with a full list of references relevant to your paper. I will post the list on the course website for the rest of their students for their own future reference. The list must include at least 5 primary research articles.

3. In Class Assignments (20%)

- In-class Homework Assignments (20%, 12 out of 13 assignments will count)
  Each Tuesday lecture will begin with an in class homework exercise. This course assumes that students have been previously exposed to or taught basic principles in ecology. The purpose of these in-class homework assignments is to: a) to review the basic population principles that are directly associated with the conservation and management topic for the week and b) assess comprehension of assigned reading on the basic concepts. **The key to successfully completing these assignments is to have done the assigned, required reading for a particular lecture topic before class.**

- Discussion Question Swap (15%, 8 out of 9 assignments will count)
  Each student is required to bring one thought-provoking question directly related to one of the two papers that will be discussed during student-led discussions. Before the start of the discussion, students will exchange their question with another student, provide a written answer/response to the question given to them, and then discuss their answer with the student they exchanged questions with. This in-class assignment is meant to provide students with an opportunity to reflect on a key question or thought related to the discussion topic, and then share their thoughts with a peer, before then engaging in the larger group discussion. The goal of this pre-discussion exercise is to promote an enhanced and deeper discussion of the topic for the day. Students will be based on the quality and relevance of their question and the answer provided for their peer’s question.

**Grading Scheme:**

A: 93-100%  
A-: 90-92%  
B+: 88-89.99%  
B: 83-87.99%  
B-: 80-82.99%  
C+: 78-79.99%  
C: 73-77.99%  
C-: 70-72.99%  
D+: 68-69.99%  
D: 63-67.99%  
D-: 60-62.99%  
E: < 59.99%

**Academic Misconduct**
Academic integrity is essential in maintaining excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct (http://oaa.osu.edu/coam.html). I expect that students will
complete all academic assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct”.

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination (including devices to access the internet). I am obligated by University Rules to report any suspicions of academic misconduct to the COAM.

Disability
Students with disabilities that have been certified by the Office of Disabilities Services will be accommodated. Please inform me during the first week of class so that we can explore the appropriate accommodations.
**Schedule and assigned readings subject to change. Please pay attention to course website instructor emails for any adjustments.**

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<th>Week</th>
<th>Week of...</th>
<th>Topic</th>
<th>Concept</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Weekly Assigned Reading</th>
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