Welcome! This syllabus is your guide to the course. Please read it carefully. If you have questions about the class, please refer to the syllabus first. If you still can't find the information you need, then ask on #discord, if you need to, email me.

(I do my best to answer emails within 24 hours, but on weekends I may not respond within 24 hours. If you don't get a response within 48 hours please email again. Occasionally I may miss an email since I get numerous emails in a day. Please put the course number/name in the email subject.)

Professor: Innisfree McKinnon, Ph.D., mckinnoni@uwstout.edu

Student Hours (aka Office Hours):
These are hours during the week set aside for student questions and visits to my office (or virtual office).

Please message on #discord and I will answer ASAP. We can also set up a time to discuss via #discord, Skype, phone, or GoogleHangouts.

COURSE OVERVIEW
The focus of this class will be on equipping students, as conservationists, with the tools necessary to engage effectively with the public. It assumes, based on decades of research, that proactively engaging the public in decision-making about conservation issues will result more successful management. Students will learn key concepts and theories within the conservation field for working with people and practice skills through applied projects.

COURSE OBJECTIVES:

By the end of this course students should be able to:
1. Discuss the evidence for public engagement and collaborative management in conservation
2. Debate various models of collaboration & participation
3. Evaluate methods and examples of communicating science to the public
4. Explain the role of traditional/local ecological knowledge in conservation
5. Understand basic methods for recruiting stakeholders & working with diverse groups
6. Understand basic methods for facilitating participatory & collaborative processes
7. Reflect on and evaluate participatory & collaborative processes

READINGS

The is no textbook for this course. We will be reading a variety of articles, chapters, etc. which will be made available via the class #Discord server and on Canvas.

- Reading List

Class Schedule
The general class schedule is available in Canvas and on #Discord.

GRADES
Grades tend to say very little about what the student actually learned because they are somewhat crude and arbitrary standards that simplify the complex and individualized process of learning. Professors have two roles: to help students learn, and to communicate to society how competent students are in a

particular domain. As extrinsic (external) motivators, grades are meant to promote the behaviors needed to succeed, but they often distract from a focus on learning. Paradoxically, educational research shows that intrinsic (internal) motivation is needed for deep learning and relying heavily on external motivators, like grades, de-motivates students. This paradox cannot be fully resolved because our campus requires grades.

Given this paradox, I do my best to make the process of grading fair and transparent through establishing standards, communicated in the syllabus and in rubrics, and by focusing on competencies that I think will help you in your studies and in life generally.

Educational research has found that grading individual assignments distracts students from learning and self evaluation, so in this class we will use a **contract grading system**. **This means that you will not receive letter or numerical grades for any of your work during the term. Instead, for each major assignment, a minimum standard must be met (equivalent to at least B on the assignment), or I will request that you revise before receiving credit for completing the assignment.**

Learning Activities
- Readings
- Annotations & Discussions on readings (Obj 1, 2, 3, 4, 7)
- Practical exercises (Obj 3, 5, 6, 7)
    - Observation & field notes on a public participation process
    - Interview with facilitator or stakeholder(s)
- Annotated Bibliography
- Final Research Paper

Most assignments will require more than one day to complete, so it is a good idea to review the schedule and plan ahead.

Evidence of learning:
- Putting it together: reading, annotating, class discussions
- Public Meeting/Hearing
- Interview
- Annotated bibliography
- Final Project Draft
- Revised Final Project
- Final Self Assessment & Reflection

CLASS POLICIES & EXPECTATIONS
Workload and Expected Time Commitment
In general, the expectation for college courses is that you should spend 2 hours working outside of class for every hour you spend in class. This reflect the fact that at a college level, much of learning is your own responsibility. So, for example, a 4 credit course would involved 4 hours a week in class, and about 8 hours a week of homework. As a college student, you will realize that how much homework you need to do to be successful in a course varies widely from course to course. If you find you are struggling to keep up and spending more than the expected hours per week (on average), please let me know.

Late Work Policy

Due dates for individual assignments will be posted on the calendar in Canvas. I recognize that we are all juggling many different responsibilities, so assignments will still be available after the individual due dates.

- Late work is its own punishment, since it will pile up.
- If you turn in work significantly late, you limit the opportunity to get meaningful feedback, learn, and improve.
- All work must be completed by the end of the course.
- Plan ahead! If you know you will be busy, work ahead!

Please contact me on or before the due date to let me know you if you won't be able to turn something in on time and need an extension. If you are struggling with the assignments or other responsibilities, contact me ASAP! If you don't talk to me, I can't help.

STUDENT SUPPORT

Recent research has found that many college students in the U.S. are struggling to fulfill their basic needs. 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 Dean of Students for support. Furthermore, please notify the me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You can also contact the Dean of Students if you have an illness, family emergency, or other issue that impacts your academic work. The dean's office can help you find needed support and resources, verify the issue, and notify your professors.

UW Stout Student Support Services

UW Stout provides a wide variety of support services for students who need assistance. Please refer to the links below or contact me and I can refer you to the correct campus support.

·　Student Support Services

·　Statement of Diversity and Inclusion

·　Health & Safety

·　Counseling Center

·　Emergency Management

Disability Services

UW-Stout strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course, please contact me so that we can discuss ways to ensure full access. If you suspect that disability-related accommodations might be appropriate, please contact:

Disability Services office, 206 Bowman Hall, 232-2995, http://www.uwstout.edu/disability.

Technical Issues

This class is conducted online via Canvas and use several outside tools: #discord, and Hypothes.is.

There is a Canvas student orientation course available at: https://uwsto.instructure.com/enroll/RRTRYT that students can self enroll in to help get acquainted with the new system through several tutorials and a chance to submit an assignment, take a quiz, and participate in a discussion post. If you encounter any problems or have questions, open a self-service ticket. through the Technology Helpdesk. I am also available to answer any questions or concerns about using Canvas.

If you have technical issues with #discord, or Hypothes.is you should contact me, via #discord or email.

Academic Dishonesty

Plagiarism and other forms of academic dishonesty will not be tolerated. Academic dishonesty is unfair to your fellow students, to your professors, and primarily cheats you out of a learning experience. We are all responsible for supporting freedom and openness through supporting high standards of honesty and fairness. Please refer to the following link for Stout's academic dishonesty policy.