

UNIVERSITY OF BRITISH COLUMBIA
Faculty of Science, Zoology Department

BIOLOGY 345 - Human Ecology
3 credits (not for credit in the life sciences)

Tuesdays, 9:30 am - 12:30 pm, 8 January - 8 April, 2008
Neville Scarfe Bldg. (Education), 2125 Main Mall, Room 200

Instructor: Dr. Alice L.E.V. Cassidy, Part-time Faculty Member, Zoology Department, and Associate Director, Centre for Teaching and Academic Growth (TAG), UBC. Office: Basement of the David Lam Bldg., 6326 Agricultural Rd. (behind 99 Chairs), phone 822-0828; <alice.cassidy@ubc.ca>. **Please use subject heading: 345**, so I will not inadvertently delete your important message as junk mail!. Office hours by appointment.

Course Aims: Through this course, I hope to give you an opportunity to learn more about, and gain a greater appreciation of, our natural world and the many ways that humans play a part in it. The course is framed around basic concepts of ecology, such as ecosystems, biodiversity and cycles in nature. We also focus on basic science skills, such as field observations and inquiry-based learning, that are also useful in other disciplines! We'll study current events and issues, both local and global. A group project will include community service, whereby your actions and knowledge can make a real difference. Much of the course content will come out of what you are interested in. You are invited to consider how ecology ties in to your daily life, and to make connections between ecology and other disciplines.

I feel that the course will be a success if, upon its completion, you leave with perspectives and tools that you will want to apply in the future. A few details about the format of this course: There are no textbooks or exams. In-class time is very active and participatory. To do well requires a high degree of effort and self-directed learning, including personal reflection, in-class contributions, group work and oral, written and visual presentation of material.

My 'philosophy statement' for this course: *Starting with our own* **Observations Interest Awareness of the natural world**, *combined with our ability to*

Show Teach Motivate others (achieved by providing multiple perspectives; clear explanations supported by citing the work of others; balance of small and large details; interesting presentation and relevant content), *we can inspire:* **Knowledge Appreciation Involvement Action Protection of the natural world**,

leading to increased **Observations Interest Awareness of the natural world**



Terri-Lyn, David and Riley at UBC Farm, 2004



Dan leads a tree tour at Cultus Lake Cub Camp, 2005

Core Course Objectives: Upon completion of this course, it is expected that you will be able to:

1. Explain details of ecological concepts, such as ecosystems, biodiversity, nutrient and element cycles and other concepts. Support your explanations by critically evaluating, synthesizing and citing material from three kinds of sources: a) scholarly literature (especially primary research in refereed journals); b) other reference works (such as books, reports and encyclopedias); and c) popular media (newspapers, non-refereed magazines and most information found on the Web.)
2. Respond to a real need in the community to get involved! Work cooperatively in a group project that makes a difference. Study an aspect of human ecology in a very hands-on way. Increase awareness and knowledge about the natural world and how humans interconnect with it. Earn course credit for your contributions to the community. Bring together your skills in scholarly research, field work, networking, communications and creativity.
3. Through field activities, readings and class discussion and presentations, enhance your ability to observe the natural world around you, and gain a greater appreciation for its components and interconnections. Describe the human ecology relevance of current events and issues, both local and global and to your field observations and field work. Connect material from this course to other courses, interests and activities in your life.
4. Build skills that you can apply in the future, such as working effectively in teams, asking good questions, presenting in concise and interesting ways, and applying your knowledge in a variety of contexts.
5. Communicate your perspectives, experiences and knowledge through a variety of activities, styles, formats and media.

2008 Assignments and Assessment:

Connection to Course Objectives	Method of Assessment	Due Date	% of Grade
1,3	*Individual Research Paper (2-3 pages) - <i>individual mark</i>	Tues., Jan. 29	15
1,2,3,4,5	Group Project Proposal (2-3 pages) - <i>group mark</i>	Tues., Feb. 12	4
3,4,5	Course Learning Portfolio Check-in (1 page) - <i>ind.</i>	Tues., Feb. 26	7
1,2,3,4,5	Group Project Update: 2-3 page summary + oral debrief - <i>group</i>	Tues., Mar. 18	8
1,2,3,4,5	*Group Project Research Paper (4-5 pages) - <i>group</i>	Tues., Apr. 1	15
1,2,3,4,5	*Group Project Presentation: 1 sheet (double-sided) brochure + 5-7-minute 'pitch' to class and guests - <i>group</i>	brochure: email by Mon., Apr. 7, 12 noon; pitch done on Tues., Apr 8	8
1,2,3,4,5	Flexible assignments, including 2 contributions in class that require sign-up - <i>ind.</i>	at least 1 by Tues., Feb. 5; remainder by Tues., Apr. 8	13 (to maximum of 15)
2,3,4,5	*Course Learning Portfolio (8 pages) - <i>ind.</i>	Tues., Apr. 8	28
5	Whichever of these assignments (*) you got the best mark on, it just got better! - <i>based on ind. or group</i>	NA	2
	Total Mark (63-65% based on individual work; 35-37% based on group work)		100 (up to 102)

