**BI 471/571: Population Ecology – Syllabus**

**Instructor.** Professor Jessica L. Green (jlgreen@uoregon.edu)

**Lecture time.** Tuesday and Thursdays, 12:00 – 1:20 pm

**Lecture room.** 11 Pacific

**Office hours.** Tuesday 2 – 3, Thursday 11 - 12, or by appointment

**Office hours room.** 301 Pacific

**Course website:** [http://blackboard.uoregon.edu](http://blackboard.uoregon.edu)

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**Course Philosophy and Goals.** This course should provide a novel, and hopefully fun, way of learning about population ecology. We will learn about population ecology through a combination of reading, problem solving, writing and discussion. My goal is that by the end of the course, all students will be able to 1) use relatively simple mathematical methods (often “back of the envelope” variety) to understand ecological systems, and 2) digest and articulate the salient points of a scientific article on population ecology. Equipped with these skills, students will be adept at making informed decisions relevant to science policy. My approach throughout the course will be to teach, rather than lecture. Thus, students will be expected to participate in the learning process during class sessions. Adjustments will be made to the following outline based on the needs of the class as we progress.

**Readings.** There is no comprehensive textbook that covers the breadth of topics we will explore. For this reason, required readings will be available for download at [http://blackboard.uoregon.edu](http://blackboard.uoregon.edu). We will draw upon the textbook below during the first several weeks of the term and it is available for purchase at amazon.com.


**Homework.** Approximately eight problem sets will be due in this course. Assignments will be due about one week after the relevant course material has been covered. Assignments are due at the beginning of class. Students are strongly encouraged to collaborate on assignments outside of class.

**Exams.** There will be one take-home midterm and one take-home final. Unlike homework assignments, these exams are not collaborative. You are to work on these exams on your own, without discussion with other students.

**Team teaching.** All students will be required to team-teach one topic. Team teaching includes choosing relevant class reading on the topic, leading a class discussion, and organizing a class assignment. Two weeks prior to the day your team is scheduled to lead a class you will submit a proposal for: 1) the topic, 2) readings, 3) a class discussion outline, and 4) an assignment. I will work closely with and
coach each student team. One week prior to the day your team is scheduled to lead a class you will submit revisions on 1-4 above. Details on student team teaching will be posted on the course blackboard site.

**Grade determination.** Your final grade will be based on ¼ homework, ¼ team teaching, ¼ midterm and ¼ final exam.

**Cell phones.** All portable electronic devices (e.g., cell phones and pagers) must be turned off and put away during class.

**Academic Conduct.** Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Please refamiliarize yourself with the definitions of cheating and plagiarism (see the “about cheating” sections at [http://studentlife.uoregon.edu/programs/student_judi_affairs](http://studentlife.uoregon.edu/programs/student_judi_affairs)). If you have doubts or questions about acceptable conduct in any situation, I encourage you to discuss the situation with me in advance. University rules on academic integrity will be strictly enforced.

*Images from blog.metaphorical.net/*