

WLDL 348/548 Wildlife Damage Management

Spring 2021

Online Live Zoom Discussion Sessions - Th 8:00-8:50 am

Online Live Zoom Labs - F 10:00-11:50 am or as arranged

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Office hours: TTh - 9-11, F - 1-3

Our course will cover the fundamentals of prevention and control of damage caused by vertebrate species, primarily mammals and birds. It includes philosophical, social, economic, and ecological considerations for managing damage caused by individuals and populations of problem species.

Calendar of Events

<u>Week of</u>	<u>Topic</u>	<u>Projects</u>	<u>Friday Lab</u>
Jan 25	Principles and Philosophy		Wolf discussion
Feb 1	Overabundance	Th Q1	Deer population dynamics
Feb 8	Invasive Species	Th Q2	Invasive Species
Feb 15	Health and Safety	Th Q3	Disease diagnostics
Feb 22	Human Dimensions	Th Q4 F Exam 1	Conflict resolution
Mar 1	Commensal Rodents	Th Q5	Mice and rats
Mar 8	Urban Mammals	Th Q6	Bats, Squirrels, Moles
Mar 15	Aquatic Rodents	Th Q7	Beaver, muskrat
Mar 22	Spring Break!		No lab
Mar 29	Herps	Th Q8	Snakes, frogs, toads
Apr 5	Birds	Th Q9 V Field Trip	Buildings and airports
Apr 12	Canada Geese	Th Q10 F Exam 2	Canada geese
Apr 19	19 th WDM Conference		
Apr 26	Large Predators	Th Q11 WDMC Rpt	Wolves, bears
May 3	Mesopredators	Th Q12	Coyotes, raccoon, skunk
May 10	Deer	Th Q13	Deer
May 17	Finals Week		

Evaluation:	Quizzes (online, 10 points each, due 8:00 am each Th)	130 points
	Exam 1 (online, due Midnight on F March 5)	100 points
	19 th WDM Conference Virtual Field Trip project (online, due Midnight on F April 9)	100 points
	Exam 2 (online, due Midnight on F April 23)	100 points
	19 th WDM Conference Report (online, due Midnight on F April 30)	100 points
	Final Exam (online, due 12:00 Midnight on Th May 17)	150 points
	<u>Participation (Live Zoom sessions and labs)</u>	<u>70 points</u>
	TOTAL	750 points

Learning Objectives

After taking this course, you should be able to:

1. identify and discuss the wildlife species in North America that are responsible for most human-wildlife conflicts,
2. discuss contemporary methods used to prevent and control wildlife damage,
3. identify primary sources of information on management of wildlife damage, and
4. synthesize information, diagnose problems, and prescribe approaches for dealing with wildlife damage.

Hybridized Course

Content for the course will be available on the WLDL 348 Canvas site in Modules, largely as PowerPoint files (lecture-like materials) and associated Word files (study guides and reference questions) and/or recorded lectures. You will be expected to review assigned online materials each week and take the associated 10-point quiz before the live Zoom discussion sessions at 8:00-8:50 am on Thursdays. The Zoom sessions will be dedicated to discussing questions and pertinent management issues.

Friday Labs

This course was developed with extensive hands-on labs and field trips in mind. Unfortunately, Covid-19 and UWSP policy will not allow a class of this size to efficiently meet in an enclosed space or travel together in vehicles this semester. So, I will be doing my best to present these field-oriented learning experiences in an online format. Videos, PowerPoint files, Zoom sessions, and other media will be used to demonstrate and discuss practices and procedures. In addition, I will be giving you some time during labs to meet in Zoom breakout sessions with groups to develop Virtual Field Trips for the 19th Wildlife Damage Management Conference.

Wildlife Damage Management Conference

I am hosting the 19th WDM (Virtual) Conference on April 19-22, 2021. In a typical year, you would be helping me host the face-to-face meeting, but because of Covid-19, we will have to do something different. I will pay your student fees to participate in the conference. In lieu of class meetings that week, you will be responsible for participating in five presentations of your choice and writing a critique of each. In addition, you will work within a group of three or four students to develop a recording of a “Virtual Field Trip” that features a significant WDM issue in Wisconsin, such as wolves, bears, deer, Canada geese, etc... In addition, groups will develop a recording that features a major agency/organization that deals with WDM in Wisconsin.

Resources

We will use the *Internet Center for Wildlife Damage Management* (<http://icwdm.org>) as the primary resource for the course. We also will use *Prevention and Control of Wildlife Damage*, 4th Edition (<https://icwdm.org/species/>) as a textbook for assigned readings associated with species management. Both are available for free online.

Quizzes and Exams

Each 10-point quiz is dedicated to the assigned online PowerPoint and associated Word file or recording. Many quiz questions will be based on reference questions included in the Word files. You will be expected to take an online quiz before each of the live Zoom discussion sessions at 8:00-8:50 am on Thursdays. Do your own work on these quizzes. Academic impropriety during any quiz will result in the forfeiture of all respective points per incident.

All exams will be comprehensive as the course is continually building upon itself. Exams will be online, open book, open notes, open everything. I expect each student, however, to provide their own individual answers. No group cut-and-paste answers. We will hold a review session before each exam to brush up on details and answer your questions. The Final Exam largely will be based on the recent material since the last exam. Fifty additional points are reserved for basic comprehensive concepts of the course, which will align very closely with the Learning Objectives for the course.

Participation

The live Zoom sessions on Thursdays at 8-9 am will be dedicated to discussing questions and pertinent management issues. Friday labs will be active demonstrations and discussions of ideas, equipment, and methods addressed previously delivered by video, PowerPoint files, Zoom sessions, and other media. I will take note of in-class participation during the Zoom sessions and labs. Students who are active, engaging, and contributing to the class will be rewarded with up to 70 points for participation.

University of Wisconsin-Stevens Point

College of Natural Resources

Principals of professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Online academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So, please take extra care to ask questions, answer questions, and use chats in a respectful way. Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely) , it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.