

**WIS 3401 Wildlife Ecology and Management (3 credits)  
Spring 2026**



**Lectures, support materials, assignments, quizzes, and exams are found in UF eLearning (Canvas).**

**Discussion groups:** WEC majors (Section 14999) – Tuesday, 11:45am – 1:40pm, 121 Little Hall  
Non-WEC majors (Sections 14984, 16860, and 22712) - asynchronous discussion via Canvas

**Instructor:** Dr. Bridget Baker  
**Office:** 322 Newins-Ziegler Hall  
**Office Hours:** Tuesdays, 2:30pm – 3:30pm, or by appointment; in person or via Zoom:  
<https://ufl.zoom.us/j/4895062272>  
**Email:** [bridgetbaker@ufl.edu](mailto:bridgetbaker@ufl.edu)

**Dr. Baker's Teaching Philosophy:** As a lifelong learner, I am passionate about instilling a love for new information and connections in the students whom I teach and mentor, regardless of academic level and/or discipline. Excitement in teaching and learning is contagious, and nothing is more satisfying than seeing the ripple effects in the lives and careers of inspired students. I want every student to feel respected, safe, included, valued, and competent. I genuinely care about the education, growth, success, and goals of my students and mentees. I invest time in knowing each student, encouraging direct communication with me either in-person or online, and supporting students to pursue research and/or clinical experiences, internships, jobs, and further academic training.

**Graduate Teaching Assistant:** This is a graduate student who has been assigned to the course and is available to help administer the course (e.g., exam development, discussion groups, and grading) and help students as needed.

**Teaching Assistant:** Jackson Barratt Heitmann  
**Office Hours:** By appointment  
**Email:** [j.barrattheitman@ufl.edu](mailto:j.barrattheitman@ufl.edu)

### **Course Description**

This course provides foundational knowledge about wildlife as a natural resource with emphasis on principles of ecology, management, and conservation.

### **Course Goals:**

- Within the levels of biological organization, summarize foundational principles of ecology.
- Summarize foundational principles within subdisciplines of wildlife ecology.
- Connect foundational principles of ecology to wildlife management techniques and strategies.
- Reflect on and explain how historical and contemporary people, legislation, and events have shaped wildlife management in North America.
- Develop and discuss an informed opinion on various controversial topics within wildlife management.
- Using peer-reviewed literature and other credible sources, articulate various aspects of wildlife management to a variety of audiences.

### **Prerequisite Courses**

Integrated Principles of Biology I & II and associated labs (BSC 2010, 2010L, 2011, & 2011L), or equivalent courses.

### **Required book**

This course qualifies for an Affordable UF Badge due to the low cost of the required book (designated by UF as less than \$20/credit), which can be purchased through the [University of Florida Bookstore](https://www.uflbookstore.com/) or your preferred bookstore.

*Leopold, A. 1968. A Sand County Almanac and Sketches Here and There. Oxford University Press, New York, NY.*

- Sand County Almanac (**SCA**) **Part I** is entitled “A Sand County Almanac” and includes the “Foreword”, as well as “January” through “December”.
- **SCA Part II** is entitled “Sketches Here and There” and includes “Wisconsin” through “Manitoba”.

SCA is considered a foundational text and a must-read for anyone in the wildlife field, illustrating ecological principles, providing an ethical and philosophical foundation for wildlife and natural resource professionals, and timelessly covering the relationship between people and the environment.

**Weekly Course Schedule:** Lectures, supporting materials, quizzes, and discussion assignments for each lesson will become available via UF eLearning (Canvas) on Wednesday at 12:01am (**Eastern time**), with each lesson’s quiz and discussion assignment due on the following Monday. All deadlines occur at 11:59pm (**Eastern time**). The course instructor reserves the right to modify the schedule as necessary.

Proposed Weekly Course Schedule						
	Topic	Quiz due dates	Discussion assignment due dates	Q&A deadline	Other due dates	Exam dates
1/12-1/16	Welcome to WIS 3401 – Getting Started	Jan 16 <sup>th</sup>				
1/12-1/21	Lesson 1 - Introduction to ecology	Jan 19 <sup>th</sup>	Jan 19 <sup>th</sup>			Feb 12 <sup>th</sup>
1/21-1/28	Lesson 2- History and regulations	Jan 26 <sup>th</sup>	Jan 26 <sup>th</sup>			
1/28-2/4	Lesson 3- Evolutionary and physiological ecology	Feb 2 <sup>nd</sup>	Feb 2 <sup>nd</sup>			
2/4-2/11	Lesson 4 - Behavior and habitat use	Feb 9 <sup>th</sup>	Feb 9 <sup>th</sup>	Feb 9 <sup>th</sup>	SCA Part I	
2/11-2/18	Lesson 5 - Population abundance and distribution	Feb 16 <sup>th</sup>	Feb 16 <sup>th</sup>			Mar 12 <sup>th</sup>
2/18-2/25	Lesson 6 - Population growth and regulation	Feb 23 <sup>rd</sup>			Life table worksheet Feb 23 <sup>rd</sup>	
2/25-3/4	Lesson 7 - Species interactions and diversity	Mar 2 <sup>nd</sup>	Mar 2 <sup>nd</sup>			
3/4-3/11	Lesson 8 - Species interactions and diversity	Mar 9 <sup>th</sup>		Mar 9 <sup>th</sup>	SCA Part II Diversity Index worksheet Mar 9 <sup>th</sup>	
3/11-3/25	Lesson 9 - Succession and island biogeography	Mar 23 <sup>rd</sup>	Mar 23 <sup>rd</sup>		Final project proposal Mar 23 <sup>rd</sup>	Apr 16 <sup>th</sup>
3/25-4/1	Lesson 10 - Human impacts and global change	Mar 30 <sup>th</sup>	Mar 30 <sup>th</sup>			
4/1-4/8	Lesson 11 - Human impacts and global change	Apr 6 <sup>th</sup>	Apr 6 <sup>th</sup>			
4/8-4/15	Lesson 12 – Mgmt/conservation case studies	Apr 13 <sup>th</sup>	Apr 13 <sup>th</sup>	Apr 13 <sup>th</sup>		
4/15-4/22	Final project Course evaluation				Apr 22 <sup>nd</sup> May 1 <sup>st</sup>	

### Grading Policy

To assess how well we achieve the course goals, and allow you to demonstrate your knowledge and skills in the principles of wildlife ecology and management and their application in solving wildlife management and conservation problems, we have developed several evaluation instruments:

- Introduce yourself to your classmates 3 pts
- Syllabus and Credible Sources quiz 17 pts
- Quizzes\*: 12 quizzes @ 15 pts each 180 pts
- Discussions\*\*\*: 10 discussions @ 20 pts each 200 pts
- Life table and Diversity Index worksheets @ 40 pts 80 pts
- Exams^: 3 exams @ 130 pts each 390 pts
- Final project† 130 pts

**Total 1000 pts**

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

**\*Quizzes:** Quizzes are designed to reinforce the week’s lecture and supplementary material, as well as provide example/practice exam questions. Quizzes are taken in Canvas using an online proctoring tool (Respondus Lockdown Browser), which provides a level of academic integrity. The LockDown Browser disables all other functions of the computer other than the quiz being taken, so you cannot copy/paste, search the internet, or access any documents on your computer while using LockDown Browser. Quizzes are open note and time-limited, with questions randomly drawn from multiple, large question banks. You will have the opportunity to review missed questions once, immediately following each quiz. You must work alone when taking the quizzes. **Quizzes are open on Wednesdays at 12:01 am and close on Mondays at 11:59 pm (Eastern time).**

**\*\*Discussions:** See grading information below. Discussion comments / posts must be unique, appropriate, and relevant to the discussion, and add content. *Saying things like “hey” or “yes, I agree with this statement” will not count as actively contributing to discussion.*

Cite credible sources using:

- (1) in-text citations, in the form of last name of first author or (if no author specified) organization/agency/group name, year of publication (for example: Baker et al., 2025; National Geographic, 2022);
- (2) a complete citation in any well accepted format that includes the following:
  - (2a) For peer-reviewed literature: author name(s), publication year, title of the article, journal name, volume, page range, and Digital Object Identifier (DOI). Also provide a weblink when possible.
  - (2b) For non-peer-reviewed articles: author(s) or organization/agency/group name(s), publication year, title of the article, accessed date, website URL.

<i>WEC majors</i>		<i>Asynchronous sections (non-WEC majors)</i>	
<b>Requirement</b>	<b>Points</b>	<b>Requirement</b>	<b>Points</b>
Submit a minimum 2-paragraph (~8 sentence) response to the discussion prompt for the lesson with at least one credible source.	10	Submit a minimum 2-paragraph (~8 sentence) response to the discussion prompt for the lesson with at least one credible source.	10
Attendance	5	Not applicable	
Actively contribute to discussion	5	On the discussion board, post your 2-paragraph response, then post two unique replies with a supporting or countering point to other posts (5 pts for each reply). <i>Available from Tuesdays at 12:01am until Wednesdays at 11:59pm (Eastern time).</i>	10 (5 pts each)
<b>20 pts</b>		<b>20 pts</b>	

**^Exams:** Exams cover lectures, supplementary material, discussions, and A Sand County Almanac (SCA). Exam questions will be a combination of multiple-choice, matching, true/false, and short answer types. The first exam will include SCA Part I; the second exam will include SCA part II; the third exam will be cumulative, but exclude SCA. All exams will be administered during the course of the semester (i.e. no exam will be scheduled during Final Exams week). Exams are taken in Canvas using an online proctoring tool (Respondus Lockdown Browser), which provides a level of academic

integrity. The LockDown Browser disables all other functions of the computer other than the quiz being taken, so you cannot copy/paste, search the internet, or access any documents on your computer while using LockDown Browser. Quizzes are open note and time-limited, with questions randomly drawn from multiple, large question banks. You must work alone when taking the exams. **Exams open on Thursdays at 12:01 am and close on Thursdays at 11:59 pm (Eastern time).**

†Final project: The final project is based on the concept of the 3-minute thesis, with the goal of inspiring creativity with science communication. Students must choose a topic of interest that relates (in any way) to material from WIS 3401. Each student will make a 1- to 3-minute video/reel, audio podcast, or recorded presentation (using PowerPoint, Canva, Prezi, or something similar) that makes the topic easily understood by a general audience, while covering the content credibly, effectively, and creatively. Students must submit a proposal that includes the topic and a summary of the project plan. The proposal will be worth 30 points of the final project grade. **Proposals can be submitted starting March 23<sup>rd</sup>. Students who do not submit a proposal by March 23<sup>rd</sup>, will receive zero points on the entire final project.** To maximize points on the final project, incorporate instructor feedback for your proposal into your final project. You can also earn extra credit in the course by participating in the "Final project peer feedback" discussion board. The final project will be due at 11:59pm on the final day of the semester. *This deadline will be extended by 5 days if there is at least a 70% response rate on course evaluations by the Sunday preceding the final day of the semester.*

Q & A discussion boards: During each module (see Weekly Course Schedule), students have the opportunity to ask a question(s) that would help clarify or improve comprehension of the **online lecture and supplementary material (not assignments or quizzes)**. Questions can be posted on the Q&A discussion board for each module. The course instructor will respond to the most relevant questions, as long as the questions are posted on the discussion board before the Tuesday preceding each exam. Carefully read the discussion board before posting a question(s) to ensure you are not repeating a question(s).

**Attendance and Make-up Work:** Given the length of time that quizzes and discussion assignments are available for each lesson, make-up options are rarely provided, unless arrangements are made in advance. Make-up exams will only be given with an approved absence, i.e. arranged before the absence and with a note from a medical doctor, an appropriate University official, or employer that indicates your absence encompasses the entire time the exam was available. Late assignments are rarely accepted for partial credit. If arrangements are made in advance, late assignments can be eligible for full points. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [UF Attendance Policies](#)

### **Instructor Interaction Plan**

- Though email is preferred, expect an instructor response to email and Canvas messages within 24 hours, during weekdays.
- Grades and feedback will be posted on Canvas within 7 days of a due date/deadline. If you ever have questions or need clarification on feedback, please message or attend office hours.
- Students will have two weeks after the posting of a grade to request instructor review of the grade. Failure to request a review within this period indicates a willingness to accept the assigned grade.
- An announcement will be posted at least once a week to provide due date reminders, class-level feedback, and other updates as needed.
- Discussion boards are read and monitored by an instructor. Important take-home messages from the discussion will be shared via Canvas announcements.
- I invite your feedback for the end-of-term GatorEvals. Your opinion is highly valued.

### **Communication Guidelines**

- A respectful tone is used by all community members in all forms of communication.
- Email (and Canvas messaging) correspondence is for (1) setting an appointment outside of office hours, (2) questions that are specific to your grades or submissions, (3) DRC accommodations, (4) emergency situations, or (5) highly sensitive situations.

## **Academic Honesty**

University of Florida students are bound by the Honor Pledge. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see [Student Conduct Code Process](#).

## **Policy for use of Artificial Intelligence (AI) Generative Tools**

Since critical thinking skills are an important part of the Course Goals and will prepare you for a competitive workplace, all discussion assignments and other written assignments should be prepared by the student. Use of any text-generating tools (e.g. ChatGPT) is not permitted and will be treated as plagiarism. Note that material generated by these tools tend to be inaccurate, incomplete, or otherwise problematic (e.g. misappropriating citations). An assignment that is found to have been plagiarized or to have used unauthorized tools will automatically receive a zero, and you may be reported for academic misconduct depending on the severity of the case.

For your final project, image-generating tools (e.g. DALL-E) can be used, as long as you provide a citation in the following format: AI company name, AI tool name, date of generation, and prompt used (e.g. Google. Gemini. 9 Jan 2025. Response to " How do you cite use of generative AI."). Note that image generation models can occasionally produce highly offensive products. You will be responsible for any offensive or otherwise unethical content you submit regardless of the source.

## **Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals site](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

## **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures or PowerPoint presentations without the written consent of the instructor.

A class lecture is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording or presentation without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Required Technology

How to access journals and articles online that are behind paywalls:

- Connect to University of Florida’s Virtual Private Network (VPN). Before connecting, you must first download [Cisco Secure VPN](#).
- After connecting to the VPN, go to the website for [George A. Smathers Libraries](#).
- Navigate to the "Find" dropdown menu, then "Articles", then "A-Z database list". Select a database of your choice, e.g. Google Scholar.
- Once you have navigated to the database of your choice, the database website will recognize your affiliation with University of Florida and allow you to access journals and articles that are behind paywalls.

eLearning: [Canvas](#) is the platform/software containing the course website, testing location, and includes all course information, materials, and scheduling. **Students are responsible for using a reliable and fast computer and internet connection** while completing quizzes and exams. Working on campus computers and networks may be helpful. Unless Canvas or the UF network are slowed or not working, slow or lost connections and computers that “die” are not acceptable reasons for incomplete or missing quizzes, discussion boards, or exams.

For information about the privacy policies of the tools used in this course, see the links below.

All of these technologies have been vetted and are approved as compliant to University of Florida privacy standards. It is also recommended to protect your log-in and other private information.

- Articulate
  - [Articulate Privacy Policy](#)
  - [Articulate Accessibility](#)
- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Microsoft
  - [Microsoft Privacy Policy](#)
  - [Microsoft Accessibility](#)
- PlayPosit
  - [PlayPosit Privacy Policy](#)
  - [PlayPosit Accessibility](#)
- Respondus Lockdown Browser
  - [Respondus Privacy Policy](#)
  - [Respondus Accessibility](#)
- YouTube (Google)
  - [YouTube \(Google\) Privacy Policy](#)
  - [YouTube \(Google\) Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

## Technical Support

If you encounter technical difficulties in this course, contact the UF Computing Help Desk: <https://helpdesk.ufl.edu/> or (352) 392-4357. All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week.

### **Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Services for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center \(DRC\)](#). DRC can It is important for students to share their accommodation letter with the course instructor and discuss their needs as early as possible in the semester.

### **Campus Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

#### Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; visit <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

#### Academic Resources

- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Teaching Center*: 1317 Turlington Hall, 352-392-2010. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Concern*: [Report Student Concerns or Conduct](#)

### **Student Complaints**

- Residential Course: <https://www.sfa.ufl.edu/written-student-complaints/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>