

Mondays & Wednesdays 2:30 – 4:20 pm Central
Remote

INSTRUCTOR

Krissa Skogen, Ph.D.
Conservation Scientist

kskogen@chicagobotanic.org

Office hours by appointment - email to schedule

READINGS

Required - Hofmann, A. 2019. Scientific Writing & Communication: Papers, Proposals & Presentations. 4th Ed.
Primary literature and review articles as assigned on course Reading List (pdfs provided on Canvas)
Supplemental Textbook [Sodhi and Ehrlich. 2010. Conservation Biology for All. Textbook \(free pdf\)](#)

COURSE OBJECTIVES

This course will provide students with the conceptual and theoretical framework within the field of ecology (especially plant biology) and conservation. This seminar-style class focuses on reading and discussion of historical and contemporary primary literature. It will provide you with the opportunity to think critically and discuss your thoughts within a structured yet informal setting and will provide you with a basic background in reading and writing scientific papers. This course is designed to help you:

1. Critically read and discuss scientific literature
2. Utilize important skills for writing scientific papers by writing
 - A critical review of a manuscript written by a colleague.
 - A literature review paper on the topic of your choosing.
3. Confidently present and discuss papers with your peers
4. Develop knowledge of topics in Ecology and Conservation
5. Develop knowledge of the contributions of BIPOC & LGBTQIA+ scientists to Ecology and Conservation

MAJOR DUE DATESDUERETURNED

Storyboard of your Lit Review	Wed 10/5 11:59 pm	Mon 10/12
First Draft of Literature Review Due	Mon 10/26 11:59 pm	
Midterm - Peer Review Due	Mon 11/2, 11:59 pm	Wed 11/11
Final Lit Review Submission Due	Mon 12/7, 11:59 pm	

**All assignments should be uploaded to Canvas under the appropriate assignment.

COURSE ASSESSMENTS

Daily (15% of final grade)

Attendance (5 points/day)

Participation in discussions/activities (10 points/day)

Reading & Writing Exercises (10% of final grade)

Includes completing rubrics for papers we read and other small writing/reading assignments.

Leading Class Discussion/Activity (20% of final grade)

Working in teams of 2-3, each group will:

1. Provide a short synopsis (list of ~5 helpful items) of the Hoffman chapter assigned for the day
2. The group selects a primary/original research paper on the topic being discussed in lecture that day.
3. The group is then responsible for initiating and guiding the discussion or activity using one of the methods provided (details on Canvas).

Literature Review on a Subject of Your Choice

Each student will write a review paper on a topic of their choosing within the field of Ecology and Conservation. Graduate students are encouraged to write their review paper on the topic of their research. This review paper often serves as a way to begin the process of writing about your research and often is the first draft of part of your thesis or dissertation. All details, including required components and formatting, will be available on Canvas.

Storyboard of Lit Review Topic (5% of final grade)

First Submission (Draft) of Literature Review (10% of final grade)

Peer Review (20% of final grade)

The first draft of your literature review paper will be reviewed by one of your classmates, much like scientific papers go through peer review to determine if they are of the quality required by the journal to be published.

Final Submission of Literature Review (20% of final grade)

Undergraduate Students: 8 pages; Graduate Students: 10 pages
Page length *excludes* Literature Cited.

REMOTE CLASSROOM EXPECTATIONS

Students will provide their preferred name and pronouns in the name field.

Students will have their video on during synchronous class sessions to facilitate engagement and understanding. If your internet connectivity is poor or you have other difficulties/challenges, turning off your camera is permissible. Each synchronous session, I will ask for a student volunteer to monitor the chat and bring questions/comments to my attention.

Lectures will be recorded and uploaded to Canvas with closed captioning for students unable to attend synchronous sessions.

Private chat will be disabled.

Behaviour on Zoom sessions should be of the same standard as expected for in-person instruction and consistent with [NU's Community Standards](#).

LATE ASSIGNMENT POLICY

Assignments should be Uploaded to Canvas under Assignments by the date and time indicated (unless otherwise instructed). If you think you have a valid reason for turning in an assignment late, **let Krissa know ahead of time (not the day the assignment is due, if this can be avoided)**.

For assignments that are not turned in by the due date, 10% will be deducted per day it is late. After it is 3 days late it will no longer be accepted.

ACADEMIC INTEGRITY

All students are required to follow all academic integrity policies as outlined by Northwestern University at <http://www.northwestern.edu/provost/policies/academic-integrity/>. Note that self-plagiarism (submitting work that has been submitted for other current and/or prior courses) is strictly forbidden and will result in a 0 for that assignment.

COMPUTER CRASHES

Computer crashes are not legitimate reasons for late work as you should all be in the practice of backing up data and documents on a regular basis.

ACCESSIBLE NU

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

DIVERSITY STATEMENT

We are committed to diversity and equity whereby barriers are removed to create space for all individuals to fully engage in all areas of campus life. Each student's voice has something of value to contribute and students are therefore encouraged to communicate and participate during class. We must take care to respect the individual backgrounds, personal identities, intellectual approaches, and demographics expressed by everyone. Individual differences can deepen our understanding of one another and the world around us thus making us global citizens. We adhere to the Northwestern University non-discrimination policy and reserve our classroom as a safe space for unique and meaningful dialogue. Remember to keep confidential all issues of a personal or professional nature that are discussed in class.

RESOURCES FOR STUDENTS

There are a variety of University resources available to students regarding remote teaching and beyond. These resources include academic advising, career services, Counseling and Psychological Services and the Health Service. Read more about resources for students [here](#). We appreciate your collective dedication to our core mission during these times of uncertainty. The university will continue to communicate updates as they are available. Please visit the [University's COVID-19 website](#), as the main source of University information, updates, FAQs and resources as this dynamic situation unfolds.