

University Mission

To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values and skills for successful lives of leadership, scholarship, and service.



HSE at a Glance...

Boldly responding to the ever-evolving needs of the field, the School of Education is passionate about nurturing a lifelong love of learning while challenging students to find their own voice through creative thought and reflection.



SCED 7682 The Wolf: Ecology, Behavior & Conservation

Spring Semester 2021, 2 Credits, \$125 Course Fee

February 19-21, 2021 Starts at 6:30 p.m. Friday. Ends at 5:00 p.m. Sunday

Location: Osprey Wilds Environmental Learning Center – Crosby Lodge

Instructor Names: Bryan Wood
Location: Osprey Wilds Environmental Learning Center
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Course Description:

The wolf is one of the most charismatic and polarizing animals to walk the Earth. At one time it was the most widely dispersed land mammal in the world, and is still found throughout the northern hemisphere. Wolves have been reintroduced into Yellowstone National Park and have a constantly evolving status with the Endangered Species list. This course will give an overview of wolf ecology, behaviors and adaptations, as well as investigate the human interactions and issues related to the wolf. This course will include a visit to the Wildlife Science Center in Stacy, MN to observe captive wolves. Be ready to be outside on Saturday and Sunday as we learn to read animal tracks and sign in known wolf territories.

Statement of Purpose:

The natural environment abounds with opportunity to engage students in appreciation and understanding of scientific content and concepts. Teachers play an important role in helping students to learn about the surrounding natural environment and to appreciate its inherent beauty and value. In order for teachers to effectively teach from this perspective, it is important that they immerse themselves in similar experiences to equally address cognitive and affective domains of teaching and learning.

Hamline University Shared Vision of the Mission

1. Promote Equity in Schools and Society	
	<ul style="list-style-type: none"> • Understand the role education has played and plays in shaping society • Value all children and youth inclusive of race, class, gender, exceptionality, home language or other social, physical, or cultural characteristics • Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning • Act as agents of change in their classrooms, schools, and communities
2. Build Communities of Teachers and Learners	
	<ul style="list-style-type: none"> • Construct supportive communities of learners and colleagues • Recognize teaching and learning as a social and cultural process • Create physically and psychologically welcoming environments that foster positive self-worth

3. Construct Knowledge

- Understand that bodies of knowledge are constructed and interpreted
- Transfer theoretical, foundational, and pedagogical knowledge to practice intentionally
- Use best practice, including technology, in the construction of learning

4. Practice Thoughtful Inquiry and Reflection

- Reflect on practice to improve teaching and reflection
- Research issues related to educational practice and theory
- Use practice as a basis for more in-depth study

Course Outcomes:

The students will be able to . . .

- 1) Students will learn, observe and be able to describe basic wolf behavior.
- 2) Students will learn and be able to describe basic concepts of wolf ecology.
- 3) Students will investigate a variety of local and national wolf issues.
- 4) Students will gain knowledge and experience in track reading and measurements, and animal sign reading

Course Processes:

Lecture

Small group investigations and discussions

Field techniques- tracking, sign reading

Visit to the Wildlife Science Center

Course Outline:

Session Date	Session Topic(s)	Classroom Activities
Feb. 19	Introduction to wolf ecology: habitat, lifestyle, adaptations, social structure, historical human interactions	Lecture and discussion
Feb. 20	Introduction to tracking and sign reading. Head off-site to look for wolf activity and sign, wolf-prey species interactions and adaptations, recent status and management issues	Lecture, field techniques, small group discussions
Feb. 21	Field trip to the Wildlife Science Center to observe captive wolves, discuss research and issues	Field trip and tour of Wildlife Science Center, discussion on wolf issues

Friday: Feb 19

- 6:00 Settle in to Crosby Lodge rooms
- 6:30 Introductions and Overview – Crosby Lounge
- 7:00 Introduction to Wolf Ecology
- 9:00 Optional Wolf Movies

Saturday: Feb. 20

- 7:30 Breakfast
- 8:30 Radio Telemetry
- 10:30 Intro to Tracking
- 12:00 Lunch
- 1:00 Tracking Outside
- 5:30 Dinner at Dining Hall
- 7:00 Continued Wolf Discussion- Current Management and Research
- 9:00 Optional Wolf Movies

Sunday: Feb. 21

- 7:00 Breakfast & Pack Bag Lunch
- 7:45 Depart for Banning State Park
- 8:30 Tracking
- 12:00 Trail Lunch
- 1:00 Depart for Wildlife Science Center
- 2:00 Visit Wildlife Science Center
- 4:45 Course Wrap Up & Evaluation
- 5:00 Depart

Assignments:

- 20 Annotated Observations
- Reflection Essay
- Project

Evaluation:

PASS/FAIL This is based on participation. Because this is interactive and hands on we expect full participation in the learning process.

GRADE B In addition to participation, this grade will be dependent on the completion of an annotated list of observations made during the weekend. This means listing twenty interpretive observations - identification, habitat, and special notes indicating new knowledge gained, or evaluating teaching methods used. A short 1-2 page reflection essay also is required.

GRADE A This grade requires a project that can include:

- 2-4 page typed paper describing how information from the weekend will be useful for you and how you can apply to a class or lesson
- 2-4 page research paper on a topic you wish to learn more about that was introduced during the course
- Powerpoint presentation that you would use in a class
- Artwork that illustrates concepts of the course, with a short accompanying description of the work
- A lesson or curriculum derived from components of the course that you would use with your audience

Required Readings and Texts: None

Bibliography:

Mech, D. & Boitani, L. (2007). *Wolves: Behavior, Ecology, and Conservation*. Chicago, IL: University of Chicago Press.

Rezendes, P. (1999) *Tracking and the Art of Seeing: How to Read Animal Tracks and Sign*. New York, NY: Collins Reference.

Steinhard, P. (1996). *The Company of Wolves*. New York, NY: Vintage Books.

Wydeven, A., VanDeelen, T. & Heske, E. (2009). *Recovery of Gray Wolves in the Great Lakes Region of the United*

States: An Endangered Species Success Story. New York, NY: Springer.

Disabilities: Hamline University School of Education does not discriminate on the basis of disability in the recruitment and admissions of students, the recruitment, and employment of faculty and staff, and the operations of any of its programs and activities, as specified by the federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination during the first week of class.

“Hamline University complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The university provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Services at 651-523-2740 during the first week of class.”

Academic Dishonesty: Students are encouraged to become familiar with the university’s policy on academic integrity (see student handbook). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct. Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Office of Student Services to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the School of Education collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Attendance/Drop Policy: If you are unable to complete this course, you must withdraw from it by the drop deadline. Withdrawing from this course is a formal procedure that you must initiate. Instructors cannot do it for you. Please discuss this decision with your instructor before taking action. If you stop attending and do not withdraw, you will receive a performance grade, usually an ‘F’.

Student Attendance Policies and Religious Holiday Observance: Attendance policies at Hamline University are established by each of the five respective academic units: the College of Liberal Arts, the School of Education, the Graduate School of Liberal Studies, the School of Business, and the School of Law. However, Hamline University acknowledges that students follow many different religious faiths and practices, which occasionally require that students need to miss classes for holidays on dates when the university remains open.

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student’s participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic

responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty. To the extent possible, faculty should try to avoid scheduling examinations or deadlines on dates that conflict with religious holidays.

All university offices and units should make every effort to schedule major events at times that do not conflict with major religious observances and that may inadvertently exclude the participation of some members of the campus community.

Instructor Notes:

Students will be staying on-site at Osprey Wilds' dormitories. Please bring your own sleeping bag, pillow, towels, toiletries, and appropriate clothing for the weekend. We will be inside and outside snow, rain, wind chill or shine. Weather can range from -30 F to 45 F so come prepared. Bring lots of layers so you can make adjustments during the weekend. Winter is a time that especially important to stay hydrated and drink water. Meals will be provided at our Dining Hall and individually plated. Masks will be required for all indoor classroom sessions. Osprey Wilds does have campus-wide high-speed wi-fi.

Winter Clothing Concerns: Winter conditions demand far greater concern for proper clothing than any other season. The effect of cold, wind and moisture are most severe at this time, so clothing should be chosen to serve adequately for safety and comfort. Wool is one of the best materials, since it has a high insulation value and retains most of that value even when wet. Silk, polypropylene, pile, bunting, and a host of other materials are available, with specific uses and abilities, and they should also be considered, especially if layered with some wool. **COTTON SHOULD BE AVOIDED, BECAUSE IT HOLDS MOISTURE AND LOSES ALL INSULATION VALUE WHEN WET.**

Day trips and research days will typically require us to be outdoors all day. At any time in the field on a cold day, you might be wearing the following (or an equivalent combination): wool hat, long underwear top, turtle neck top, wool sweater, windbreaker or some other windproof layer, long underwear bottoms, wool pants, 2 pair wool socks, insulated boots, ski gloves or wool mittens with leather choppers. In your daypack might be a warmer jacket and/or down vest and/or additional wool sweater. Your daypack should be large enough to carry some extra clothing, field guides, a clipboard, water bottles – 2 quarts, flashlight and lunch.

**Osprey Wilds is 90 miles north of the Twin Cities.
Driving Directions can be found on our website at OspreyWilds.org**