

Cover Sheet: Request 11503

WIS4xxx Wildlife Behavior and Conservation

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathryn Sieving chucao@ufl.edu
Created	2/20/2017 12:46:54 PM
Updated	11/20/2017 10:16:09 AM
Description of request	This is a new undergraduate course. In this class, we will take an integrative approach to give students all the tools they need to explain how and why animals behave as they do in different situations and to address biodiversity conservation problems from behavioral perspectives.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 514947000	Kathryn Sieving	This course is a mixed, flipped-classroom course, with a 2-hour lecture/discussion period each week in the classroom combined with extensive online modules.	8/14/2017
ucc_consult.pdf					2/20/2017
College	Recycled	CALS - College of Agricultural and Life Sciences	Kathryn Sieving	This course was recycled by the CALS CC meeting at their September meeting. Comments for the submitter have been sent.	9/29/2017
No document changes					
Department	Approved	CALS - Wildlife Ecology and Conservation 514947000	Kathryn Sieving	Consults from Animal Science and Biology indicate approval from their respective chairs regarding the distinctive nature of Dr. Sieving's WEC course.	11/3/2017
APPROVAL FROM CHAIRS.pdf					11/3/2017
College	Approved	CALS - College of Agricultural and Life Sciences	Kathryn Sieving	Approved at the CALS CC on 11/17/17.	11/20/2017
SYllabus_WBC_2017-UCC1.pdf					11/17/2017
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/20/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					

Step	Status	Group	User	Comment	Updated
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11503

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Submitter: Kathryn Sieving chucao@ufl.edu

Created: 11/17/2017 3:59:10 PM

Form version: 3

Responses

Recommended PrefixWIS

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code C

Course TitleWildlife Behavior and Conservation

Transcript TitleWildlife Behav Conser

Degree TypeBaccalaureate

Delivery Method(s)4136On-Campus

Co-ListingNo

Effective Term Fall

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course includes a concise, current, and thorough grounding to the field (theory, practice, and relevance)

of animal behavior, with a strong focus on applications of wildlife behavior to achieve successful wildlife

conservation gains.

Prerequisites BSC 2010 & 2011

Co-requisites none

Rationale and Placement in Curriculum In the Wildlife Ecology and Conservation undergraduate major and minor, this course will count as:

(a) a Wildlife Biology Common Requirement in the Major.

(b) A focus course in Ecology

(c) An elective in the major or minor.

Course Objectives Students completing this class will have the

1. Ability to explain the causes of any behavior from the following four perspectives: a. Functional (adaptation); b. Phylogenetic (evolutionary); c. Mechanistic (effect; e.g., hormonal/neurological); d. Developmental (ontogenetic).

2. Ability to identify evolutionary and ecological constraints on wildlife behavior at the root of human-wildlife conflicts and biodiversity declines.

3. Ability to inform conservation and management strategies that apply behavioral principles when such solutions may work better than, or in conjunction with other solutions.

4. Ability to identify and explain wildlife responses to anthropogenic factors across the urban-rural gradient (noise – chemical – radiation pollution, habitat alteration, disturbance, “mortality traps” in built environs, invasive species, free-ranging domestic animals, climate change, etc.).

Course Textbook(s) and/or Other Assigned Reading Required:

1. Lee Alan Dugatkin. 2013. Principles of Animal Behavior (Third Edition). WW Norton.
2. Richard Dawkins. 2014 (30th anniversary edition). The Selfish Gene. Online.
3. Sy Montgomery. 2015. The Soul of an Octopus. Atria Books.

Weekly Schedule of Topics

	1	DIS	Introduction
		LAB	Tinbergen's 4 questions / Field
2		DIS	Course process
		LAB	Invisible observing and note-keeping / Field
3		DIS	Discussion / Video Analysis
		LAB	Measuring behavior 1 – Ethograms / Field
4		DIS	Discussion / Video Analysis
		LAB	Conservation Case 1 – group study and discussion
5		DIS	Discussion / Video Analysis
		LAB	Conservation Case 2
6		DIS	Midterm review
		LAB	MIDTERM 1
7		DIS	Discussion / Video Analysis
		LAB	BOOK Discussion - Selfish Gene
8		DIS	Discussion / Video Analysis
		LAB	Conservation Case 3
9		DIS	Discussion / Video Analysis
		LAB	Measuring behavior 2 - Field
10		DIS	Discussion / Video Analysis
		LAB	Study Design and Proposals – Field
11		DIS	Discussion / Video Analysis
		LAB	MIDTERM 2
12		DIS	Discussion / Video Analysis
		LAB	Conservation Case Study 4
13		DIS	Discussion / Video Analysis
		LAB	BOOK Discussion - Soul of an Octopus
14			INDEPENDENT STUDY THANKSGIVING
15		DIS	Discussion / Video
		LAB	Conservation Case Study 5
16		DIS	Course Wrap up

Links and Policies University of Florida Required Statements and Information for Students

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty: 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." 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/. The DRC requires a testing contract for administering tests at the DRC, the terms of which must be defined by the student with their professor.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing 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. University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/.
Counseling Services:

- Groups and Workshops / Outreach and Consultation / Self-Help Library / Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints:

- Online Course: <http://www.distance.ufl.edu/student-complaint-process>
- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Grading Scheme GRADE CALCULATIONS AND UF GRADING POLICY

Overall course grade in this course will be determined on a percentage accumulation of total points as follows:

Grade % Points

- A 90% or more 810-900
- B 80-89.99 % 720-809.9
- C 70-79.99 % 630-719.9
- D 60-69.99 % 540-629.9

Application of a curve sometimes becomes necessary (for exams, it usually does). Extra credit is available via completing 2 extra online modules and attending more than the required number of class sessions.

Please see UF Grade Policies here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Instructor(s) INSTRUCTOR

Dr. Katie Sieving, Professor
chucao@ufl.edu; 352-846-0569
www.wec.ufl.edu/faculty/sievingk

INSTRUCTOR

Dr. Katie Sieving, Professor

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Office / Hours: 320 NZ Hall

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TEACHING ASSISTANTS

XXXXXXXXXXXX

**CLASS MEETING TIMES (Fall 2017)**

DISCUSSION	TUES	PERIOD 2 (8:30 AM - 9:20 AM)	ROOM 222 NEWINS-ZIEGLER HALL
LAB ACTIVITIES	THUR	PERIOD 2 - 3 (8:30 AM - 10:25 AM)	ROOM 219 NEWINS-ZIEGLER HALL

COURSE DESCRIPTION

This course includes a concise, current, and thorough grounding to the field (theory, practice, and relevance) of animal behavior, with a strong focus on applications of wildlife behavior to achieve successful wildlife conservation gains.

COURSE OVERVIEW

In this class, we take an integrative approach to give students all the tools they need to explain how and why animals behave as they do in different situations and to address biodiversity conservation problems from behavioral perspectives. *What makes this class unique* is that it has strong emphasis on applying behavioral principles in strategies to conserve wild species alongside other conservation approaches (e.g., population, community management and habitat assessment/restoration). Students will obtain utilize insights from all sub-disciplines of animal behavior to bring scientific tools to bear on real world problems *such as*:

- The behavioral underpinnings of human-wildlife conflicts
 - E.g., minimizing crop-raiding by elephants in Africa and Asia
 - E.g., mitigating selfish human behavior in conservation where ‘tragedy of the commons’ applies
- Anthropogenic stress effects on species development, reproduction and survival
- Behavioral triggers of ecological and evolutionary traps
- Behavioral constraints on species reintroduction strategies
- Lethal versus non-lethal predation impacts of introduced predators on native prey
- Climate change effects on reproductive and migratory phenology
- Behavioral mechanisms underlying wildlife adaptation to severe human impacts such as ionizing radiation (e.g., Chernobyl), urbanization, highway noise, habitat loss and fragmentation, poaching, etc.

Major Learning Objectives: Students completing this class will have the ...

1. Ability to explain the causes of any behavior from the following four perspectives: *a. Functional (adaptation)*; *b. Phylogenetic (evolutionary)*; *c. Mechanistic (effect; e.g., hormonal/neurological)*; *d. Developmental (ontogenetic)*.
2. Ability to identify evolutionary and ecological constraints on wildlife behavior at the root of human-wildlife conflicts and biodiversity declines.
3. Ability to inform conservation and management strategies that apply behavioral principles when such solutions may work better than, or in conjunction with other solutions.
4. Ability to identify and explain wildlife responses to anthropogenic factors across the urban-rural gradient (noise – chemical – radiation pollution, habitat alteration, disturbance, “mortality traps” in built environs, invasive species, free-ranging domestic animals, climate change, etc.).

Required Readings

1. Lee Alan Dugatkin. 2013. **Principles of Animal Behavior** (Third Edition). WW Norton.
2. Richard Dawkins. 2014 (30th anniversary edition). **The Selfish Gene**. Online.
3. Sy Montgomery. 2015. **The Soul of an Octopus**. Atria Books.

Graded Items	Point Value
• Attendance / Participation / Homework (5 for Tu, 10 for Th meetings; 15 pts x 13 weeks)	195
• Reading logs (for two book discussions; 20 points each)	40
• Online Chapter Modules (15 of 17 for full credit)	
o Multiple Choice Quizzes (10 pts each x 15; minimum 90% score for credit)	150
o Key Concept Quizzes (5 pts each x 15; must attempt for credit, no min score needed)	75
• 2 in-class midterms (100 each)	200
• Final Exam (semi-cumulative)	150
• Semester Behavioral Study (Notebook 15, plus 3 Reports 25 each)	90
TOTAL	900

GRADE CALCULATIONS AND UF GRADING POLICY

Overall course grade in this course will be determined on a percentage accumulation of total points as follows:

Grade	% range	Point Range
A	90 % or more	810-900
B	80-89.99%	720-809.9
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D	60-69.99%	540-629.9

Application of a curve sometimes becomes necessary (for exams, it usually does). Extra credit is available via completing 2 extra online modules and attending more than the required number of class sessions.

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ATTENDANCE AND MAKEUP POLICIES:

Please see this link for UF policies on attendance concerning Absences, Religious Holidays, Illness Policy, and the Twelve-Day Rule for student athletes. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ONLINE CHAPTER MODULES: These have four parts.

- **A list of key topics** you should know from each chapter for exams. I listed these because they are most important for this course. There may also be a slide show, video or other short presentation that clarifies one or more of the concepts.
- **A video quiz** that is a study aid; exam questions can come from them, but these quizzes are not graded.
- **A multiple choice quiz** that is graded (if you get 90%, you get full credit).
- **Key concept quizzes.** Usually there will be more than one question on these and you need to answer all of them. You get full credit for each of these quizzes as long as the answer boxes are not blank. We will give you critical feedback on your answers (content and format) because these quizzes represent the main format of test questions – so they are the best practice for answering the test questions.

EXAMS: Three exams include two midterms and a semi-comprehensive final exam. These will require short explanations, and multiple-choice questions.

SEMESTER PROJECT: We want you to become intimately familiar with the behaviors of **one species** that you can find on campus, in town or somewhere that you regularly visit, and that you can readily observe. You will make at least 10 visits / observational periods of 30 minutes to an hour or more at different times of the day of your species and record your observations in a notebook. The notebook (paper format) will get turned in at the end of the term, and three projects will be done on your species that will be due earlier in the term: a **species account** (baseline information); an **ethogram** of your species' most typical behaviors; and a **comparative research study** of your species' behaviors under different disturbance-related conditions.

MAKE-UP POLICIES:

Attendance, Participation, & Homework. Class attendance is worth points (see above), but partial points can be recouped for missed classes by completing in class exercises and related homework assignments up to a week after a class is missed.

Midterms. You can take a missed midterm within 7 days after the in-class test date (by appointment with a TA to proctor it with you). Make-up exams will contain a completely different set of questions than the scheduled midterms, and they can be in a different format of my choosing (e.g., oral).

Online Chapter Modules. You are required to finish online chapter Modules individually in a timely manner for full credit. They each have a due date (on the Course Schedule) and a final online closing date 1 week after the due date in the Course schedule, which means you won't be able to do them more than 1 week after the listed due date. No make ups after the closing date. This should encourage you to work ahead in the course, as you are able. Full credit for a module means 90% score on the multiple choice quiz and an answer to all Key Concept questions. Video quizzes never get graded - they are just study aids.

Final Exam. Show up for the final on the appointed time and date. No late make-ups, though we will offer an early final.

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COURSE SCHEDULE

Wk	Day	Date	Class	Hour 1	Hour 2	Prep / HW due
1	T	A 22	DIS	Introduction	-----	-----
1	Th	A 24	LAB	<i>Tinbergen's 4 questions / Field</i>		Module 1
2	T	A 29	DIS	Course process	-----	Module 2
2	Th	A 31	LAB	<i>Invisible observing and note-keeping / Field</i>		Module 3
3	T	S 5	DIS	Discussion / Video	-----	Module 4 / Species Choice
3	Th	S 7	LAB	<i>Measuring behavior 1 – Ethograms / Field</i>		Module 5
4	T	S 12	DIS	Discussion / Video	-----	Module 6
4	Th	S 14	LAB	<i>Conservation Case 1 – group study and discussion</i>		Module 7
5	T	S 19	DIS	Discussion / Video	-----	Module 8
5	Th	S 21	LAB	<i>Conservation Case 2</i>		-----
6	T	S 26	DIS	Midterm review	-----	-----
6	Th	S 28	LAB	MIDTERM 1		-----
7	T	O 3	DIS	Discussion / Video	-----	-----
7	Th	O 5	LAB	<i>BOOK Discussion - Selfish Gene</i>		<i>Reading Log 1 due</i>
8	T	O 10	DIS	Discussion / Video	-----	Module 9
8	Th	O 12	LAB	<i>Conservation Case 3</i>		Module 10
9	T	O 17	DIS	Discussion / Video	-----	Module 11
9	Th	O 19	LAB	<i>Measuring behavior 2 - Comparative measures - Field</i>		Module 12 / <i>Spp Account due</i>
10	T	O 24	DIS	Discussion / Video	-----	Module 13
10	Th	O 26	LAB	<i>Study Design and Proposals – Field</i>		Module 14
11	T	O 31	DIS	Discussion / Video	-----	-----
11	Th	N 2	LAB	MIDTERM 2		-----
12	T	N 7	DIS	Discussion / Video	-----	<i>Ethogram of Species due</i>
12	Th	N 9	LAB	<i>Conservation Case Study 4</i>		-----
13	T	N 14	DIS	Discussion / Video	-----	Module 15
13	Th	N 16	LAB	<i>BOOK Discussion - Soul of an Octopus</i>		Module 16 / <i>Reading Log 2 due</i>
14	T	N 21	INDEPENDENT STUDY			-----
14	Th	N 23	THANKSGIVING			-----
15	T	N 28	DIS	Discussion / Video	-----	<i>Field Notebook due</i>
15	Th	N 30	LAB	<i>Conservation Case Study 5</i>		Module 17 / <i>Resch. Report Due</i>
16	T	D 5	DIS	Course Wrap up	-----	-----

Final Exam – Semi-comprehensive – during scheduled exam time.