

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST¹

UUPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: BIOLOGY	COLLEGE: SCIENCE
COURSE PREFIX AND NUMBER: ZOO-6544C	CURRENT COURSE TITLE: SEMINAR IN AVIAN ECOLOGY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):

<p>CHANGE TITLE TO: SEMINAR ON EMERGING TOPICS IN AVIAN ECOLOGY</p> <p>CHANGE PREFIX FROM: _____ TO: _____</p> <p>CHANGE COURSE NO. FROM: _____ TO: _____</p> <p>CHANGE CREDITS² FROM: _____ TO: _____</p> <p>CHANGE GRADING FROM: _____ TO: _____</p> <p>CHANGE WAC/GORDON RULE STATUS³ ADD* _____ REMOVE _____</p> <p>CHANGE GENERAL EDUCATION REQUIREMENTS⁴ ADD* _____ REMOVE _____</p> <p><small>*WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: www.fau.edu/WAC. Please attach General Education Course Approval Request: www.fau.edu/undergraduate/GenEd/GenEdCourseApprovalRequestForm.pdf</small></p>	<p>CHANGE DESCRIPTION TO:</p> <p>Primarily student-led discussions of recent papers on <u>selected an emerging topics in avian ecology. Topic varies each semester and has application to the broader field of ecology. Students may take the course repeatedly up to a maximum of 4 credits.</u></p> <p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p>
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Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ⁵ Environmental Science
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Faculty contact, email and complete phone number:
 Dale Gawlik, dgawlik@fau.edu, 561-297-3333

<p>Approved by: _____</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UUPC Chair: _____</p> <p>Undergraduate Studies Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date: _____</p> <p>3-10-2014</p> <p>03-12-14</p> <p>3/13/14</p> <p>3/24/14</p> <p>3/24/14</p>	<ol style="list-style-type: none"> 1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCInfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent from affected departments (attach if necessary)
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Email this form and syllabus to mianning@fau.edu seven business days before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

Syllabus

Course title (number)

Seminar on Emerging Topics in Avian Ecology (ZOO-6544C)

Term/credit hours

Spring 2014, 1 credit

Instructor

Dr. Dale Gawlik, Sanson Science 271, dgawlik@fau.edu, 297-3333

Office hours

Wednesdays 1200-1400 and other times by appointment. Because an occasional conflict with regular office hours could occur, students may wish to call ahead to confirm a visit.

Class period

Wednesdays 1100-1150, SC building, room 119

Online resource

Blackboard for ZOO-6544C Seminar in Avian Ecology. Students should check the site weekly to keep current with any changes in the course and to download assigned papers.

Required text

None. There will be weekly assigned reading of recent papers from the primary literature. All papers will be posted as pdfs in Blackboard.

Prerequisites

None

Course objectives

Students that have completed the course will possess:

1. An awareness of a major area of study in avian ecology.
2. An improved ability to critically evaluate a scientific paper.
3. A thorough knowledge of recent advances in the understanding of the habituation of birds to human environments.

Course description

The purpose of the course is to get students reading current avian ecology literature, honing their reading and critical evaluation skills, and developing a deep understanding of one aspect of avian ecology, rather than to briefly cover a broad range of topics. This year the class will focus on recent advances in understanding the mechanisms by which birds become habituated to human environments. Each student will be responsible for leading class discussions of about 2 papers, regularly participating in discussions led by others, and contributing to a synthesis report.

Leading journal article discussions: To lead a discussion, students will search high quality scientific journals for a recent paper on the habituation by birds to human environments.

Students will post a pdf of the article on Blackboard at least one week prior to the discussion. Discussions should evaluate the scientific approach, major results, significance, and overall strengths and weaknesses.

Class participation: The success and worthiness of this type of seminar course largely depends on the students enrolled in it. Each student brings to class valuable experiences and a unique perspective on research in avian ecology. Thoughtfulness and engagement in the topics each class period are both appreciated and accounted for in the final grade.

Contribution to a synthesis report: Each student will submit a 1-page summary of what they consider to be the main trends that emerged from the collective body of literature reviewed in class. Students will then work as a team to craft a concise synthesis report (3-5 pages) that reflects their consensus. The team synthesis report can be in outline form with meaningful headings, subheadings, and summary statements.

Final exam: The final exam will be an oral discussion of the team synthesis report. Each student is responsible for discussing the points they contributed to the team synthesis report, as well as the report overall.

Time requirements

Students should expect to spend an average of about three hours per week on this course outside of class. Students should allocate time for finding a suitable paper, reading assigned papers, preparing to lead the discussion of their paper, and for summarizing the main points revealed by the literature review.

Course topical outline

The syllabus contains only a general course schedule. Students should monitor Blackboard for specifics on the paper and person leading discussions on a given date.

Date	Course activity
8 Jan	Introduction, syllabus review, assign dates for leading discussions
15 Jan	Instructor-led foundation paper on understanding the mechanisms of behavioral response to human-dominated environments
22 Jan	Instructor-led foundation paper on understanding the mechanisms of behavioral response to human-dominated environments
29 Jan – 16 Apr	Student-led journal article discussions
25 Apr	Student contribution to synthesis report due
29 Apr	Team Synthesis Report due
30 Apr (10:30-1:00)	Final exam

Course evaluation method

Grades will be based on a student's performance on four course components, with each component accounting for a percentage of the grade as follows:

Course component	Max points	% of Grade
Leadership of class discussion	40	40

Class participation	30	30
Contribution to Team Synthesis Report	20	20
Final exam	10	10
Total	100	100

Final percentages will be converted to letter grades as below. Grades may be viewed through Blackboard.

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

Honor code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Disability policy: In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441)—and follow all OSD procedures.

Classroom etiquette policy: University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

Religious Accommodations

Students who wish to be excused from coursework, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence.

Bibliography

- Carrete, M. and J. L. Tella. 2010. Individual consistency in flight initiation distances in burrowing owls: a new hypothesis on disturbance-induced habitat selection. *Biology Letters* 6:167-170.
- Carrete, M. and J. L. Tella. 2011. Inter-individual variability in fear of humans and relative brain size of the species are related to contemporary urban invasion in birds. *PLoS ONE* 6(4): e18859.
- Charmantier, A. and P. Gienapp. 2014. Climate change and timing of avian breeding and migration: evolutionary versus plastic changes. *Evolutionary Applications* 7: 15-28.
- Clucas, B. and J. M. Marzluff. 2012. Attitudes and actions toward birds in urban areas: human cultural differences influence bird behavior. *Auk* 129:8-16.
- Evans, J. K., Boudreau, and J. Hyman. 2010. Behavioural syndromes in urban and rural populations of song sparrows. *Ethology* 116: 588-595.
- Hu, Y. and G. C. Cardoso. 2010. Which birds adjust the frequency of vocalizations in urban noise? *Animal Behaviour* 79:863-867.
- Jimenez, G., L. Melendez, G. Blanco, and P. Laiolo. 2013. Dampened behavioral responses mediate birds' association with humans. *Biological Conservation* 159:477-483.
- Mason, G., C. C. Burn, J. A. Dallaire, J. Kroshko, H. McDonald Kinkaid, and J. M. Jeschke. 2013. *Animal Behaviour* 85:1113-1126.
- Sih, A. 2012. Ecological implications of behavioural syndromes. *Ecology Letters* 15:278-289.
- Sih, A. 2013. Understanding variation in behavioural responses to human-induced rapid environmental change: a conceptual overview. *Animal Behaviour* 85:1077-1088.