



**SCIENCE  
LITERACY  
PROGRAM**

## **Biology132: Introduction to Animal Behavior Course Syllabus 2020**

### **Message from Dr. Debbie Schlenoff:**

In this extraordinary time, I am committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot proceed as originally planned, but we can:

- Be challenged to learn about the amazing biodiversity on our planet
- Practice scientific literacy skills, which are cross cutting, transferable skills
- Develop life-long skills through remote learning including study, reflection, organization, analysis, focus, self-discipline, and communication
- Affirm our hopefulness about the future by endeavoring to understand the world around us

I recognize that many of us are experiencing difficulties in our lives that include concerns for our physical and mental health as well as the health and safety of loved ones. Many of us are facing unprecedented uncertainty along with stress, anxiety, and fear. Please do not hesitate to contact me if you are facing challenges that affect your participation in this course. I will do my best to support you.

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## Teaching Team

**Instructor:** Dr. Debbie Schlenoff  
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*Office Hrs:* via Zoom following class meetings on Wednesdays and by appointment,

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## Course Description

We will explore behaviors found in a variety of animals, investigate what functions they might serve, and use the concept of natural selection to understand their evolution. Several examples will be used to illustrate concepts in animal behavior and to develop an appreciation for the many interesting things that animals do to survive and reproduce. Among the topics in animal behavior that we will discuss are the influences of genetics and learning; strategies for migration, foraging and defending against predators; reproductive strategies to attract a mate, mating systems and parental behavior; communication, dynamics of social groups, cooperative behavior, and social cognition. We will also examine the methods with which scientists study these behaviors and understand the study of animal behavior as an ongoing process rather than just a set of facts. This helps us to better understand how science works and to become comfortable evaluating scientific information, a skill required by all people whether or not they pursue a career in the sciences.

## Course Objectives:

- Be able to explain observed behaviors based on the process of natural selection.
- Identify examples of the diversity of strategies employed by several species of animals.
- Describe influences on behavior including genetic, environmental, and social effects.
- Apply concepts in animal behavior to novel situations.
- Explore how scientific reasoning and methods develop knowledge in biology
- Implement the scientific process by making observations, generating questions and hypotheses, and collecting relevant data.
- Communicate in the format of a scientific paper including the use of graphs to display data.
- Practice reading and evaluating a scientific paper from a peer-reviewed source.
- Utilize library data bases to search for and identify reputable sources.
- Critically examine science writing published in popular media sources.
- Examine how we think about other animals in relation to ourselves.

## Technical Requirements

**Website:** All Course documents and assignments will be posted on the Canvas Course Website. No textbook is required. For each week of the term, links to content, assignments, and sources will be posted in the Weekly Modules.

Please see the “**Start Here**” welcome module for course information and links to resources.

Log into Canvas using your DuckID.

Canvas guides: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

If you have questions about accessing and using Canvas, visit the Canvas support page.

<https://service.uoregon.edu/TDCClient/2030/Portal/KB/ArticleDet?ID=86662>

General tech support includes a live chat option: <https://service.uoregon.edu/>

For Zoom support: <https://service.uoregon.edu/TDCClient/2030/Portal/KB/ArticleDet?ID=101392>

Remote Resources for Students <https://remote.uoregon.edu/students>

## Course Format

Each week, the Canvas site will contain recordings and documents to deliver content and explain assignments. *Start with the Weekly Overview* posted in each week’s module. We will interact asynchronously through the discussion board and assignments, and synchronously, through Zoom meetings which will be scheduled during class times. Each week of the term, we will watch narrated content recordings with interspersed questions, meet on Zoom (Wednesdays at 12:15) for a synchronous class session, meet on Zoom for discussion section (discussion section start week 2), and complete 2-4 learning activities.

Through this structure, we will foster **interactive learning at three levels:**

- Student & student
- Student & instructor
- Student & course material

### Weekly Course Structure:

*For students in another time zone, please note that all times for meetings, due dates, etc. are Pacific Time.*

#### I. Lectures *In lieu of “lectures” originally scheduled for MW 12:15-1:45:*

- 1) Asynchronous: Two recorded “classes” per week: narrated slide session for content delivery broken up into shorter segments with interspersed questions to aid understanding. These questions will constitute the “class content quizzes.” For each class, recorded content will be about 30 minutes (plus add time for answering the multiple choice questions). View at the time of your choosing but complete both weekly classes before synchronous Zoom sessions on Wednesdays. You do not have to complete the questions in one sitting. Return to each “class” as often as you like; just remember to use the “Submit” link when done.
- 2) One synchronous (live) session for content, case studies, Q&A, brainstorming, and discussion. These will typically include small group break-out sections for discussions in real time, and will take place during the course’s scheduled Wednesday lecture time at 12:15 (W 12:15).

Because of the COVID-19 academic disruption, Fall 2020 classes have been scheduled in either 60-minute or 90-minute blocks rather than in the standard blocks. Since this gives us ten more minutes than usual per session, we will use the time for group office hours in the Zoom session.

*NOTE:* We strongly encourage you to use the scheduled time on Mondays (12:15-1:45) to view the content recordings and complete the content quiz questions in the weekly “classes.” However, completing two “classes” during that time seems like a lot to focus on in one sitting. We suggest you use the scheduled time on Monday to complete one class and work on another weekly assignment. The other weekly “class” can be completed at a time of your choosing before our Wednesday Zoom meetings.

**II. Discussion sections** *via Zoom (scheduled for Tuesday and Wednesday) Please attend the session for which you signed up.:*

- 1) May involve an assignment to prepare for the discussion/activity. These will be noted in Modules
- 2) A live, synchronous meeting during the scheduled discussion time. These sessions will typically consist of a short overview followed by class and break-out room discussions and activities. In most cases, you will be asked to have a worksheet accessible during the sessions. They will be made available on Canvas before sections meet. Many discussion sections will be devoted to developing and preparing to research and write a project paper. In addition, activities will allow us to ask questions about animal behavior and practice science literacy skills.

**III. Varied Weekly Learning Activities** *to be completed and submitted on Canvas:* Learning activities may include Canvas submitted assignments or question sets, contributions to discussions in response to questions in the discussion board prompts, assigned readings with reading questions, surveys, and term project related activities.

#### **Live Sessions/Virtual Classes**

Please make a genuine effort to attend the scheduled live virtual class and discussion sessions. We will use Canvas and Zoom for these sessions. This is where we can interact to establish community and develop ideas about animal behavior. Active participation can be more rewarding than passively reading and watching recordings. You will be able to access the Zoom link (and all recordings) through Canvas.

All of us occasionally need to “hide” video but please know that I enjoy seeing your faces and believe that it helps to promote class interaction, especially in small groups. Whenever you can, I appreciate video on.

**“Participation”** in a traditional class means that students raise their hand, ask and answer questions, contribute input to small group and whole class discussion, answer “Clicker” questions, etc. We will attempt to foster this through the use of Zoom meetings with polling, Q & A opportunities, chat, and break-out sessions for smaller groups to discuss questions and issues. It is important that you participate in these synchronous session methods to receive credit for your participation and to promote deeper understanding. In addition, you will extend class participation through assignments and through postings on the Canvas discussion board. You are expected to review responses by classmates and in many cases, to provide quality responses to two other posts each week. Prompts for these discussions will be provided each week.

**Community means a lot to us. Please be prepared to participate in self-reflection, group work, and class discussions. Participation includes respect for your learning community by being on time and prepared, and directing your attention toward our discussions and activities.**

**If you are having a problem that interferes with your ability to do the work in this class, please tell us about it as soon as you can. We will work with you to find a suitable solution.**

## **How you know you're learning (Assessment):**

**Class Content Quizzes:** Each recorded “class” (two per week) is broken up into shorter segments with interspersed questions. These multiple choice questions allow you to check in on your understanding and go back to the recorded content if necessary. They help you build your knowledge base and prepare you for upcoming meetings and assignments. It is also an opportunity for you to receive credit for working through the subject content. The content recordings and questions are presented together in Canvas quiz format.

**Question sets** consist of short essay questions giving you the opportunity to practice analysis and formulate explanations. Consider them to be short midterm and final quizzes. Question sets will be posted and submitted through Canvas by the due dates noted on Canvas (weeks 5, 8, and finals week). You may discuss the material with others but *please submit your answers in your own words*. Copying and pasting from the lecture notes or student shared documents are a form of plagiarism and will not do much to promote understanding or retention of the material. The answers to the Question Sets will be posted on Canvas after the due date.

**Term Project** is designed to involve you in the scientific process. The project will involve forming an hypothesis and testing predictions about animals that are easily observed outside of class. Information about the term project is posted in the Term Project Module. Please read the documents carefully and ask if you have any questions. In addition, assignments pertaining to the project are included in the Weekly Modules. We will create research proposals, explore ways to find reputable scientific sources, practice how to graph data, and write up a scientific research paper. A draft of the term paper, due week 6, will be peer-reviewed by two classmates. You will be expected to provide substantial reviews to help improve the paper of two classmates. The final project paper, due Week 7 on 11/13, will be submitted on Canvas, through an anti-plagiarism tool. You will also record a short ~2 minute summary of your project to share with the class.

**Readings, Discussion Posts, and other Assignments** Readings should be done before the due date so you are prepared to answer questions and discuss them. Several assignments and discussion posts involve multiple parts as well as research, reading, or reflection so please give yourself plenty of time to get them done.

## **How will your grade be calculated? Grading Evaluation**

**16% Lecture (“Class”) Content Quizzes (Drop the lowest two quiz results)**

**28% Learning Activities**

*Reading Questions, Reflections, Assignments, Discussion Posts, Surveys*

**24% Term Project**

**9% Term Paper Assignments**

*Initial Proposal, Finalized Proposal, Data check-in, Draft and Peer review, Video summary presentation.*

**15% Term Paper**

**10% Two Question Sets (essay midterm quizzes) (5% each)**

**10% Final Question Set (essay final quiz)**

**5% Zoom participation**

*“in-class” chats, discussions, polls, break-out rooms, etc.*

*(These can be done asynchronously when you can't attend class)*

**7% Discussion Section Participation and Assignments**

**100% TOTAL**

## Extra Credit Opportunities

We encourage you to attend out-of-class presentations (typically webinars) relevant to the subject and/or to engage in volunteer projects that help native animals in our community (such as planting for pollinators or improving habitat.) Some opportunities will be announced in class. A one-page write up will be required and extra credit (2pts.) will be added to your final weighted grade. Only one submission will be eligible for extra credit points although we encourage you to engage in as many out-of-class events as possible.

## Office Hours:

We are here to help guide your learning and help you succeed during the course. We are available during office hours to answer questions about this course or provide additional resources. We invite you to visit with us, so we can meet you and learn more about your interests. Note the GE office hours: you may attend any that fit your schedule even if it is not the GE leading your discussion section. I will stay on Zoom after each of our class meetings to speak with anybody who wants to ask questions, or discuss their interests or concerns.

## A few things to help you succeed in this course

- Complete the content recordings/quizzes before class.
- Participate and engage in every class and learning activity.
- Ask questions- attend office hours, ask questions during class, email, use the Canvas “Class Questions and Answers” discussion forum.
- Start your term project early. Don’t wait to collect data. Animals and weather do not always cooperate. As you develop your term project, be curious, thoughtful, and diligent.
- Use a planner- Keep track of all your assignments in Modules and transfer everything to your personal calendar throughout the term so there are no surprises. Allocate regular, recurring blocks of time for each class. Explicitly build in time for exercise, eating, sleeping, and socializing with friends and family.
- Tailor your work environment to avoid distractions and promote engagement. Try not to multitask.
- Plan for the week’s activities: Although due dates for each activity are posted in Canvas, note that many of them involve multiple parts or research that cannot be done right before the deadline. For each week, read the overview and plan accordingly. Any assignments associated with discussion sections are due before the first section at 8am on Tuesdays. Recorded content quizzes are to be viewed and submitted before our Wednesday Zoom meeting (by Wednesday noon). Most other activities (proposals, papers, assignments, discussion posts) are due by Friday night. The peer review and discussion forum replies should occur within 48 hours of the due date of the posted assignments and so are due by Sunday nights.
- Begin work early, well before the due date. Allow extra time. Break up assignments into parts so as not to be overwhelmed.
- Study material over a number of relatively short sessions with repeated review. It’s easy to lose focus if you try to do too much at once. Interacting with the material is a good way to learn it. Don’t just read it- Write it, explain it, and discuss it. Studies have shown that writing things down (rather than typing) helps with internalizing and retaining information.

In addition to these tips, read carefully: *Welcome Module: Tips for Success in Remote Courses*



## Course Policies

*The situation we're experiencing is fluid and, thus, uncertainty will impact the class plan and, potentially, your participation in the class. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, if you are not able to do an assignment, please communicate with me and we will strive to create an alternative plan to complete required coursework. Let's all endeavor to support one another and to be as flexible as we can.*

**Professional Conduct:** You are expected to do your own work on homework assignments, projects, and exams. When writing up your homework assignments, papers, and exam answers, submit original work for this course. You are expected to paraphrase (use your own words) and give credit to the sources of your information. You are encouraged to discuss ideas with each other and to study together, but don't copy someone else's work, or allow them to copy yours. Note that the fabrication of data for any assignment or project is also considered a form of academic dishonesty. **Academic dishonesty is a serious offense.** The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are submitted on Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that's just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we're working on into action in response to the exam questions. **Note that you do not have permission to post any course related material on outside private or public websites (i.e. coursehero, chegg, groupme, etc.).** All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

### **Classroom Etiquette:**

Please see the Welcome Module: "Guidelines for Participating in Our Remote Class" which includes proper "netiquette," Guidelines for Remote Class Participation, Canvas Discussions, and Zoom.

### **Class Courtesy**

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the term (or before) so that we may address you properly.

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Classroom courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Our remote classroom is a learning environment, and as such should be a safe, inclusive and respectful place. Being respectful also includes using preferred pronouns for your classmates. Disrespecting fellow students as well as combative approaches, tones and/or actions are not acceptable. Please make your instructors aware if there are classroom dynamics that impede your (or someone else's) full engagement.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **TENTATIVE COURSE SCHEDULE:**

This is an abbreviated version. Details on meetings, assignments, etc. can be found in Weekly Modules, To Do bar, and on the Canvas course calendar. The course schedule below is tentative and subject to change.

### **Lecture Topics and Discussion Sections:**

#### **Week 1 Topics**

- Introduction to Animal Behavior
- The study of animal behavior
- The scientific process

*No Discussion Sections first week*

#### **Week 2 Topics**

- Natural Selection
- Behavioral genetics

*Discussion Sections:* Introduction to hypothesis testing

#### **Week 3 Topics**

- Types of Learning.
- Biological Rhythms and Migration

*Discussion Sections:* Ethograms and collecting data

#### **Week 4 Topics**

- Foraging Strategies.
- Anti-predator Strategies: How to keep from being someone's dinner.

*Discussion Sections:* Bees

#### **Week 5 Topics**

- Sexual Selection
- Mating Systems

*Discussion Sections:* Graphing. Bring Raw data for your project

#### **Week 6 Topics**

- Reproductive success
- Parental Care. Who takes care of the kids?

*Discussion Sections:* The Mating Game

#### **Week 7 Topics**

- Social Groups:
- The evolution of altruism.

*Discussion Sections:* altruism

#### **Week 8 Topics**

- Conflict and cooperation.
- Social Groups: Awareness, Fairness, and Social Intelligence.

*Discussion Sections:* TBA



## Week 9 Topics

- Metacognition
- Awareness of other species. Dogs and humans.

*Discussion Sections:* Discussion on animal welfare issues: Animals in industry, research and entertainment.

## Week 10 Topics

- Communication among animals
- The Human Animal: Evolutionary psychology.
- Conclusions.

*Discussion Sections:* Review Game

**Finals Week: Question Set 3 Essay Quiz. Due 10:15 Wednesday, December 9**

## CAMPUS RESOURCES TO SUPPORT YOUR LEARNING:

See links in Welcome Module for more info and resources: [General Remote Education Resources: https://remote.uoregon.edu/](https://remote.uoregon.edu/)

**Tutoring and Academic Engagement Center** <https://engage.uoregon.edu/>

**Counseling Center** <https://counseling.uoregon.edu/>

The University of Oregon Counseling Center provides students with confidential consultation. **Their number is (541) 346-3227.** Students often believe that their issues are not “severe” enough for them to call, but at the Counseling Center, there is no problem too small.

**Accessible Education Center** The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify us as soon as possible. You are also encouraged to contact the Accessible Education Center. If you are not a student with a documented disability, but you would like for us to know about class issues that will impact your ability to learn, we encourage you to come visit during office hours so that we can strategize how you can get the most out of this course. (541) 346-1155, <https://aec.uoregon.edu/>

**Center for Multicultural Academic Excellence (CMAE)** mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. We reaffirm our commitment to all students, including undocumented and tuition equity students. Located on the 1<sup>st</sup> Floor of Oregon Hall (541) 346-3479, [cmae@uoregon.edu](mailto:cmae@uoregon.edu)

**Basic needs resources.** Any student who has difficulty accessing or affording groceries, food, healthcare, or safe and stable housing and feels this may affect their performance in the course should contact the Office of the Dean of Students at 541-346-3216 or visit <https://blogs.uoregon.edu/basicneeds/>. The Student Sustainability Center also provides help including free “produce drops”. <https://emu.uoregon.edu/sustainability>

The *UO Access Shuttle* is an on-campus ride service provided at no cost to students with conditions that limit mobility. More information and a sign-up form can be found on the parking & transportation department website: <https://parking.uoregon.edu/content/access-shuttle>.

### **Safe Ride 541-346-7433 ext 2 [pages.uoregon.edu/saferide](https://pages.uoregon.edu/saferide)**

Safe Ride is an **assault prevention shuttle** that works to provide free, inclusive, and accessible alternatives to traveling alone at night for **UO students, faculty, and staff**.

## **Discrimination and Harassment**

### *Prohibited Discrimination and Harassment*

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

### *Reporting*

The instructor of this class is a Student-Directed Employee. As such, **if you disclose to me, I will respond to you with respect and kindness. I will listen to you, and will be sensitive to your needs and desires. I will not judge you. I will support you.** As part of that support, I will direct students who disclose sexual harassment or sexual violence to resources that can help. **I will only report the information shared to the university administration when you as the student requests that the information be reported** (unless someone is in imminent risk of serious harm or is a minor). Please note the difference between 'privacy' and 'confidentiality.' As a Student-Directed Employee I can offer privacy because I am not required to report certain information to the university. However, I cannot be bound by confidentiality in the same way that a counselor or attorney is. Confidential resources such as these means that information shared is protected by federal and state laws. Any information that I as a student-directed employee receives may still be accessed by university or court proceedings. This means, for example, that I could still be called as a witness or required to turn over any related documents or notes that I keep.

Please note also that I am required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](https://titleix.uoregon.edu).

### *Mandatory Reporting of Child Abuse*

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. Child abuse pertains to individuals who are under the age of 18. This statement is to advise you that your disclosure of information about child abuse to the instructor may trigger my duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

**Please reach out!**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own—there's help and support on campus. Please don't hesitate to reach out to me or to others on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).