



## Biology 390 Animal Behavior 2021



### Message from Dr. Debbie Schlenoff:

We continue to deal with the issues of remote learning this term but know that I am committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community. We cannot meet face to face, 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 the remote learning format including reflection, organization, analysis, focus, self-discipline, and communication.
- Engage in ethical dialogue that widens our perspectives and deepens our knowledge.
- 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 concern 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.

### Table of Contents

Teaching Team	p.2
Course Description and Course Objectives	p.2
Technical Requirements and Remote Resources	p.3
Course Format	p.3
Weekly Course Structure	p.4
Office Hours	p.5
How your grade will be determined	p.5
Assessments	p.6
Course Policies (Academic Integrity, Class Courtesy)	p.7
Tips for Success	p.8
Class Topic Schedule	p.9
Campus Resources	p.10
Please reach out	p.12

## Teaching Team

**Instructor:** Dr. Debbie Schlenoff [schlenof@uoregon.edu](mailto:schlenof@uoregon.edu)

*Chat Hours:* via Zoom following class meetings on Mondays and Wednesdays and by appointment. A time for questions, chats, clarification.

**GEs/Discussion Leaders:**

Savanah Bird [savanahb@uoregon.edu](mailto:savanahb@uoregon.edu)

Claire Goodfellow [cgoodfel@uoregon.edu](mailto:cgoodfel@uoregon.edu)

**BULAs** (Undergraduate teaching associates):

Lenora Davis [lenorad@uoregon.edu](mailto:lenorad@uoregon.edu)

Brie Rigelman [grigelma@uoregon.edu](mailto:grigelma@uoregon.edu)

## Course Description:

**Animal behavior** is a multidisciplinary science devoted to understanding the variety of behaviors that contribute to biological diversity on our planet. We will study the foundational concepts and principles of animal behavior and use case studies and examples to illustrate and develop an appreciation for the many interesting things that animals do to survive and reproduce. Our primary focus will be the adaptive significance of behavior. We will explore how behavior contributes to an individual's survival and the successful transmission of an individual's genes across generations. The prerequisite for this course is either Bi213 or Bi253.

## Course Objectives

- Learn fundamental principles and concepts in animal behavior.
- Apply these principles to help understand the variety of behaviors observed in the animal kingdom.
- Improve scientific literacy skills such as interpreting graphs and analyzing journal articles.
- Critically examine methodology and experimental design used to research animal behavior.
- Creatively pursue ways to frame useful questions about animal behavior and develop research proposals.
- Independently research, evaluate, and communicate ideas in animal behavior.
- Collaboratively explore ways to acquire data from animal observation.
- Connect how we think about other animals in relation to our own capabilities.
- Gain an appreciation for the diversity of the natural world!

## Technical Requirements

**Website:** All Course documents, readings, 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 Welcome Module for course information and links to resources.

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

**For Zoom support:**

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101392>

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

**If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).**

## Course Format

Each week, the Canvas site will contain recordings and documents to deliver content and explain assignments. All links are in weekly Canvas modules. *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 answer reading questions, watch narrated content recordings, meet on Zoom (Mondays and Wednesdays at 10:15) for a synchronous class session, meet on Zoom for discussion sections (scheduled Wednesday afternoons), and complete on-line learning activities. There is no textbook; readings (mostly from scientific journals) will be posted on Canvas. There are no midterms or final exams in this class, although there is a final essay. The assignments and projects will help foster deeper consideration of the material and showcase your learning.

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

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

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

## **Weekly Course Structure:**

### **I. Lectures:**

*For each class meeting on Monday and Wednesday at 10:15:*

- 1) Reading and reading questions (submitted on Canvas before Zoom session).
- 2) Recorded narrated slide session for content delivery (viewed at the time of your choosing but should be before synchronous Zoom session).
- 3) Synchronous (live) Zoom sessions for content and inquiry. These will typically include polls, shared documents, and small group break-out sessions for discussions in real time. Class will start at the course's scheduled lecture time but will end 20-30 minutes early. \*Taken together, asynchronous recordings and synchronous content will not exceed the time allotment for lectures (90 minutes).

### **II. Discussion section**

*Meetings via Zoom occur at 12:30, 2:00, or 3:30. Please attend the session for which you are registered.*

- 1) Some weeks will involve an assignment to prepare for the discussion/activity. These will be noted in Canvas Modules.
- 2) A live, synchronous meeting during the scheduled discussion time. These sessions will typically consist of a short overview followed by break-out room discussions and activities. In many cases, you will be asked to have a worksheet accessible during the sessions or to access a shared Google document or Canvas discussion post.

### **III. Varied Weekly Learning Activities** *to be completed and submitted on Canvas:*

Learning activities may include Canvas submitted assignments, discussion posts in response to prompts, replies to the posts of classmates, assigned readings with reading questions, surveys, weekly quizzes, and project related activities.

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

Please make a genuine effort to attend the scheduled live virtual class and discussion 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. If you must miss a synchronous session, the material will be made available through posted slides and Zoom recordings. Note that these recordings will be made available as a resource *only* to the students who are enrolled with you in our class this term.

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 group break-out sessions. 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 Zoom meetings using 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.

## Office Hours:

We are here to help guide your learning and help you succeed during the course. We are available during office/chat hours to answer questions about this course or provide additional resources. We invite you to virtually visit with us, so we can meet you and learn more about your interests. Office hours and Zoom links are posted in the Welcome Module: “Communicating with the Teaching Team.” Note the GE office hours: you may attend any that fit your schedule even if it is not the GE leading your discussion section. Office Hours are a great way to make connections with faculty and graduate students, which may be helpful when you need future letters of recommendation or academic advice. 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. Generally, I will start with group office hours immediately following class and then meet individually with anybody who desires to chat further.

I am also available to answer questions via email and will check in on the Canvas Discussion Board “Class Question and Answers.” Do not hesitate to email me with any questions or concerns.

*The situation we are experiencing is fluid and, thus, uncertainty will impact the class plan and, potentially, your participation in the class. 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. If we need to make changes, we will let you know as far in advance as possible. Let’s all endeavor to support one another and to be as flexible as we can.*

## How will your grade be calculated?

### Grading Evaluation

- Participation in Zoom meetings: 6%
  - Discussion sections (Participation + Section Assignments): 8%
  - Weekly reading questions: 12%
  - Weekly quizzes (Eight quizzes, Drop lowest): 14%
  - Canvas discussion posts (and other assignments): 15%
  - Ethogram project: 10%
  - Term paper draft and peer review: 3%
  - Abstracts and Q&A (format canvas discussion posts): 4%
  - Term paper: 18%
  - Final Essay: 10%
- Total =100%

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

**Discussion Posts and Assignments:** All links will be available in the weekly Canvas module. 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. Please answer all parts of the posted prompts. Due dates for discussion posts will be noted in the Canvas Module- either in preparation for Wednesday's discussion section or due Friday by midnight. You will have 48 hours to respond to the posts of two of your classmates.

**Reading Questions:** We will read articles from the scientific literature that are associated with each lecture. Reading questions will be posted on Canvas and answers should be submitted by the time of each scheduled meeting (10:15 on Mondays and Wednesdays). We will not use a textbook this term.

**Quizzes:** Weekly quizzes will be posted in Canvas Quizzes mid-week and due by Friday at 11:59pm. The quizzes will allow for review over the entire week and will cover content from pre-recorded narrated slides, Zoom meetings, readings, and learning activities for the week. Please access these class materials only to answer the questions. The lowest score will be dropped.

**Ethogram Project:** More detailed instructions will be provided. Project Steps:

1. Initial Observations. Define behaviors and create an observation chart/ethogram.
2. Engage in quantifiable data collection using ethograms.
3. Independently answer posted questions as a reflection on using ethograms.
4. Write a Research proposal: Propose a question, hypothesis, and experiment based on your preliminary quantifiable results.

**Term Paper Project:** Each of you will independently research a topic in animal behavior that results in an individually-written six to seven page term paper, submitted via Canvas through its anti-plagiarism software program (due week 7). In the paper, you will synthesize information from the scientific literature to address a question, problem, or idea. The paper will include (1) an explanation of several research studies on this topic (2) an analysis of two graphs from your sources and (3) a Project Proposal component: What research would you propose to gather more data that would further elucidate your chosen topic?

You will also post an abstract of your paper on Canvas and will be expected to comment on some of your colleagues' abstracts and respond to questions from fellow students. More details about the project will be provided in class and on Canvas.

**Final Essay:** Details to be announced. Due Friday of week 10.

**Class Participation:** 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 by directing your attention toward our discussions and activities.

## Course Policies

**Academic integrity:** 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 submissions and papers are your own work. You are expected to do your own work on homework assignments, projects, and quizzes. When writing up your homework assignments, papers, etc., submit original work for this course. Students may not submit papers that they have submitted in other courses. 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. Quizzes are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials when you take them—and that's just fine. Note that you do not have permission to post any course related material on outside private or public websites (i.e., coursehero, chegg, groupme, dropbox, etc.). Academic dishonesty is so unfair to your fellow students who are working to achieve their course goals. 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 instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may address you properly.

Open inquiry, freedom of expression, and respect for differences 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 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 me 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 [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to minor adjustments. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. Though attendance and participation is valued, we will allow make-up activities if you need to miss more than two sessions. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

**We want to support your learning:** 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 may be able to refer you to someone for help or to make special arrangements if the need is real and if you have done your best to deal with the situation in a timely manner.

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

- Complete the content recordings and reading questions *before* class so you have the foundation to fully engage.
- For some people, it may be easier to get the readings, recordings, etc. all done by Sunday in preparation for the week ahead. Others might do each separately before the due dates.
- 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.
- 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.
- 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 reading/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 12:30 on Wednesdays. 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. Start planning your projects early.
- Tailor your work environment to avoid distractions and promote engagement. Try not to multitask. (Humans are much worse at this than we think.)
- Study material over several 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: *Welcome Module: Tips for Success in Remote Courses*.

## TENTATIVE COURSE SCHEDULE:

This is an abbreviated version. Details on meetings, assignments, etc. can be found in Weekly Modules, the Canvas “To Do” bar, and on the Canvas course calendar.

WK	Lecture Topics ( <i>Tentative Schedule</i> )	Discussion Section (Wednesdays)
1	<b>3/29 Introduction and the Study of Animal Behavior</b> <b>3/31 Proximate and Ultimate Levels of Analysis. Natural Selection.</b>	<b>3/31 Read Syllabus and Project documents.</b> Activity: asking questions about observed behaviors
2	<b>4/5 Behavioral Genetics and Adaptation</b> <b>4/7 Optimal Foraging.</b>	<b>4/7 Read Ethogram Project instructions.</b> Activity: Making ethograms
3	<b>4/12 Adaptations for finding food.</b> <b>4/14 Predator Prey Interactions</b> <i>Note Ethogram activity due dates.</i>	<b>4/14.</b> Foraging simulation activity.
4	<b>4/19 Anti-predator Adaptations</b> <b>4/21 Sexual Selection</b> <i>Identify term paper statement of purpose.</i> <i>Identify reference with data figure.</i>	<b>4/21</b> Case study on sexual selection
5	<b>4/26 Intersexual Selection and Honest Signaling</b> <b>4/28 Mating Systems</b>	<b>4/28</b> Examining bias and conflicting opinions in research on sexual selection
6	<b>5/3 Mating Systems</b> <b>5/5 Parental Care</b>  <i>5/7 Term Paper Draft and Peer Review</i>	<b>5/3 Graph Interpretation assignment.</b> We will be analyzing graphs in section. <i>Activity TBA</i>
7	<b>5/10 Social Behavior</b> <b>5/12 The Evolution of Altruism</b>  <i>5/14 Term paper due</i>	<b>5/12</b> Altruism case study activity. Evolution of cooperation (prisoner’s dilemma).
8	<b>5/17 Social Insects</b> <b>5/19 Cooperation and Social Intelligence</b>	<b>5/19</b> Animal Behavior in the Media (tentative)
9	<b>5/24 Self-awareness/ Inter-species Awareness</b> <b>5/26 Communication</b>	<b>5/26</b> Discussion on animal welfare. <b>Please read posted document. View the video and complete the assignment.</b>
10	<b>5/31 “Memorial Day” No class meeting.</b> <b>6/2 Conclusions</b> <i>Essay Quiz due 6/4</i>	<b>6/2 Discussion and Review</b>

The tentative content schedule is a work in progress and is subject to change. Changes will be announced in class and on Canvas.

## CAMPUS RESOURCES TO SUPPORT YOUR LEARNING:

### **Mental Health and Wellness**

*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*

*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.*

*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](https://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](https://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).”*

**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/>**

**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)

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](http://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](#).

**Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.**

The Student Sustainability Center also provides help including free “produce drops”.  
<https://emu.uoregon.edu/sustainability>

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

**Please reach out!**

Please don't hesitate to reach out to me or to others on campus (see links above).  
schlenof@uoregon.edu