

Ornithology (ZOO.4272) Spring 2024
Biology Field Building (BSFS/BSFC 0102), T/Th 2:30PM - 3:50
Instructor: Dr./Prof. Kwapich (Pronounced Kuh-wah-pitch, Dr. K also works!)
Office hours: Wednesday 1:00 PM- 3:00 PM BIO 435, or by appointment **hours tentative
Contact: Via Webcourses or Christina.Kwapich@ucf.edu

Brief Course Description: Comprehensive course on bird biology covering global diversity, evolution and systematics, anatomy, physiology, behavior, and ecology (3-credits).

Required resources: Ornithology (4th edition), by Frank Gill and Richard Prum, physical or e-book, available through UCF bookstore, free Merlin phone app., small notebook

Recommended Resources: Sibley Guide to Birds

Pre-reqs: Earn a minimum grade of C in BSC2011C - Biology II (4) or C.I. This course assumes a strong understanding of the mechanisms of evolution, ecology, and biological classification.

Tentative Course Schedule, likely to be updated

Date	Day	Topic	Test/Assignment	Readings	Activity
Jan 9	T	Bird diversity		Ch: 1	
Jan 11	Th	Evolutionary origins (Dinosaur Day!)		Ch: 2	Paleognathae Galloanceres Neoaves I
Jan 16	T	Phylogeny and systematics		Ch: 3	
Jan 18	Th	External anatomy			Neoaves II Aequornithes
Jan 23	T	Feathers		Ch:4	
Jan 25	Th	Flight		Ch:5	Telluraves Australaves
Jan 30	T	Physiology 1		Ch: 6	Bird ID review
Feb 1	Th	Physiology 2	Bird ID practical I		
Feb 6	T	Evolution, morphology, physiology			In class review
Feb 8	Th		Exam 1 - in person		
Feb 13	T	Senses		Ch: 7	
Feb 15	Th	Vocalizations		Ch: 8	Passeriformes I
Feb 20	T	Annual Cycles, Migration and Navigation		Ch: 9	
Feb 22	Th*	Arboretum birds (Merlin App.)		Ch: 10	Field Trip
Feb 27	T	Social behavior I	Notebook/Merlin Check	Ch: 11	
Feb 29	Th	TBA	Discussion I		Discussion
Mar 5	T	Social behav. II, bird sex		Ch: 12	
Mar 7	Th	Sexual selection		Ch: 13	Passeriformes II
Mar 12	T	Behavior			In class review
Mar 14	Th		Exam 2 - in person		
Mar 19	T	Spring Break			
Mar 21	Th	Spring Break			
Mar 26	T	Breeding systems		Ch: 14	
Mar 28	Th	Nests and Incubation	Notebook/Merlin Check	Ch: 15	Passeriformes III
Apr 2	T	Parents and Offspring		Ch: 16	Field Trip
Apr 4	Th	TBA	Discussion II		Discussion, ID review
Apr 9	T	Arboretum birds II			Field Trip
Apr 11	Th		Bird ID practical II		
Apr 16	T	Life History		Ch: 17	
Apr 18	Th	Extraordinary birds, ecology			In class review
TBD	TBD		Exam 3 - in person		

Grading and Course Content

Grading	% Grading Scale	
Exams (2/3): 400	94-100%	A
Bird ID practicals (2): 100	90-93%	A-
Discussions (2): 80 pts	87-89%	B+
In class writing 15 pts	84-86%	B
Review Participation (3): 15 pts	80-83%	B-
Bird observations (2) 10 pts	77-79%	C+
-----	74-76%	C
620 points possible	70-73%	C-
	67-69%	D+
	64-66%	D
	60-63%	D-
	0-59%	F

Exams: There are three in-person, closed-book, written exams. **I will drop your lowest exam score.** If you miss an exam because of an excused or unexcused absence, you will receive a 0, and that is the grade that will be dropped. Exams focus on the most recent lectures but will draw on earlier knowledge from the course. The third exam will take place during finals week.

Bird ID Practicals: Two practical exams will test your knowledge of common bird orders and natural history. Bird specimens, images, and feathers/eggs/nests will be arranged in a series of stations with questions at each station. Students will rotate through each station with a 2-minute time limit at each. Spelling and capitalization matter. No partial credit will be awarded.

Extra Credit: +0.25 points will be awarded for each correct family on bird ID practicals (spelling and capitalization matter). Extra credit questions are also available on each of the 3 major exams. Only your best two exams count toward your final grade. Extra credit on a dropped exam is also dropped.

Weekly Readings/Videos: Each week you will be responsible for reading 1-2 chapters of *Ornithology 4th edition*, Gill and Prum. Additional readings and videos will be announced in class and posted in the “weekly materials” folder on Webcourses. At the end of each week, I will post my PPT slides, and may also post a list of helpful study questions. Content from readings and videos will appear on exams.

Major Assignments: Major assignments include **two discussions** on bird behavior, supported by scientific literature, and written position statements. If you have an excused absence on the day of the discussion, you will be expected to give an oral presentation to the class on the date of your return or take a ‘0’. Other assignments include 2 bird observations notebook checks; participation in 3 exam review sessions; and in class writing assignments focused on experimental design and scientific prediction (dates not announced in advance to encourage attendance).

Field Trips: There will be **two mandatory** field trips to the campus Arboretum during class time. If the weather is poor, we will reschedule and swap field trip and lecture days. Be sure to bring water, wear long pants and closed-toed shoes. I will also offer **optional** weekend field trips and opportunities outside of class time on dates to be announced (just for fun!). Possible locations include the Wekiva Basin bird banding station, Orlando Wetlands Park, Central FL Zoo, Econlockhatchee Wilderness Area, and Audubon Birds of Prey center.

How to participate: Attend every class and volunteer to answer questions. Take notes during lecture, answer posted study questions and fill-in definitions. Learn examples/evidence supporting major concepts, and be able to explain concepts and examples to peers. Make use of exam review sessions and office hours. Read and annotate the assigned scientific papers. Start early on assignments and exam preparation. Consider making flashcards to memorize bird IDs.

Long Course Description: Birds can weave nests from spider webs, craft tools from leaves, and communicate with their chicks before they hatch. Through a combination of lectures and hands-on activities, this course will explore the evolution of bird feathers, bones, and beaks, as well as the incredible migrations, songs, social lives, and symbioses of birds. Students will build on a foundation of taxonomic knowledge to appreciate the global diversity of birds and the special adaptations that have allowed them to conquer land, sea, and sky.

Course Objectives:

- Understand the anatomical and physiological adaptations that distinguish birds from other animal taxa
- Develop a working knowledge of bird taxonomy, and be able to identify any bird to taxonomic order
- Learn to identify common Florida birds, recognize and discuss their behavior and ecology
- Interpret bird morphology, development, and behavior in an evolutionary framework.
- Gain hands-on experience with birds through interactions with museum specimens, fieldtrips, and multimedia
- Record observations in a professional field notebook and digital song log
- Understand historic and contemporary bird conservation issues

Course Policies

1. **Pandemic Policy:** Do not attend class if you have covid or are very ill. Weekly PPT slides and study questions will be available on Blackboard. Contact me if you are ill and I will approve your absence after a brief conversation over Zoom.
2. **Approved absences:** Absences approved in advance will not lower your grade. Missing a small in-class assignment for approved reasons will lower your total points possible in the class (If you miss a 10-point assignment, your total points possible for the course will be 610 instead of 620). If you miss one exam, it will count as your lowest of three exam scores and will be dropped from your final grade. If you miss BOTH midterms, a make up exam will be administered within 7 days of your pre-approved absence. There are no make up final exams. Conflicts with trips, weddings, work, and other classes are not eligible for an approved absence.
3. **Attendance is mandatory:** Missing a class will result in a zero for in class writing assignments, scheduled discussions, and exams, etc. This includes any absence not approved in advance.
4. **Submitting work:** Written assignments must be submitted through Webcourses by the date and time indicated. Late assignments or assignments sent by email will not be graded.
5. **Grading:** Grading criteria and point breakdowns for all assignments are posted on Webcourses when assignments are announced.

6. **Smart phones, smart watches, tablets, and laptops** can be a distraction to you and other in class. You will be asked to put away electronic devices if they become a distraction. All electronic devices (including watches) must be placed in a closed bag during exams.
7. **Class participation:** All students are expected to attend class and participate during class and during discussions. If you cannot arrive on time, or must leave early to move between our classroom and your other classes or job– consider dropping this course.
8. **Email policy:** Expect answers during normal business hours. Answers to general questions are available in the syllabus, the rubrics, or WebCourses. **Do not email assignments.**
9. **Course materials:** You may not share lectures or content from this course. If you do publish a recording of a class lecture or course materials, you could face severe legal and/or disciplinary consequences. Per HB 233, your unauthorized use of the recording allows the faculty member to take you to court for damages, including attorneys' fees, totaling as much as \$200,000.00. Additionally, you may be referred to the Office of Student Conduct and Academic Integrity for a potential violation of the student code of conduct as described in the Golden Rule.
10. **Problems:** Let me know if you lose access to essential technology needed to complete the course. I will do everything in my power to help.
11. **Academic honesty:** Cheating and plagiarism will not be tolerated and will result in an automatic zero on the assignment, and escalation to the university-level. You must work independently. All exams are closed book.
12. **Artificial Intelligence:** The use of ChatGPT and similar AI bots is not allowed for any assignment in this class. Spell check and Grammarly are the only allowable AI tools.
13. **Accommodations:** Make Dr. Kwapich aware of your participation in official UCF events, accommodations registered with Student Accessibility Services, and planned religious observances during the first week of class.

Campus Policies and Resources

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <<https://letsbeclear.ucf.edu>> and <<http://cares.sdes.ucf.edu/>>.

