

INSTRUCTOR

Dr. Katie Sieving, Professor

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Office Hours in Room 320 Newins-Ziegler Hall

- Variable - Sign up here!
- <http://Chucao.youcanbook.me>

INSTRUCTOR ASSISTANT

Po-An Chen, WEC/SNRE graduate student

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CLASS MEETING TIMES (Fall 2018)

ACTIVITIES	TUES	PERIOD 4	(10:40 AM - 11:30 PM)	<i>ROOM 005 MATHERLY</i>
DISCUSSION	THUR	PERIOD 4-5	(10:40 AM - 12:35 PM)	<i>ROOM 009 MATHERLY</i>

COURSE DESCRIPTION: This course includes a concise, current, and thorough grounding to the field (theory, practice, and relevance) of animal behavior, with applications of wildlife behavior to wildlife conservation / management.

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

- The behavioral underpinnings of human-wildlife conflicts such as
 - Anthropogenic behavioral traps; Crop-raiding by elephants, birds, et al., and developing non-lethal means of deterrence; Overcoming human overharvest (“tragedy” of shared resources)
- Behavioral constraints affecting species reintroductions, use of fragmented habitats
- Proximate & ultimate mechanisms underlying wildlife behavioral adaptation to human impacts such as climate change, ionizing radiation (e.g., Chernobyl), artificial lights/noise, habitat loss, poaching, etc.

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

1. Ability to analyze and explain the causes of behaviors from the following four perspectives: *a. Functional (adaptation); b. Phylogenetic (evolutionary); c. Mechanistic (effect; e.g., hormonal/neurological); d. Developmental (ontogenetic).*
 - a. This ability will be cultivated via various writing assignments (3 essays and short answers)
2. Ability to identify evolutionary and ecological constraints on wildlife behavior at the root of human-wildlife conflicts and biodiversity declines.
3. Ability to develop conservation and management strategies that apply behavioral principles when such solutions may work better than, or in conjunction with, other solutions.

- Ability to identify and explain both maladaptive and adaptive wildlife responses to anthropogenic changes in native environs (e.g., noise, chemical, radiation pollution; habitat alteration, disturbance; “mortality traps” in built environs, invasive species, free-ranging domestic animals, climate change...).

Required Text: Lee Alan Dugatkin. 2020. **Principles of Animal Behavior (4th Edition)**. Chicago University Press - ISBN 022644838X

Graded Items	Point Values
• Attendance in classes (25 T/Th sessions; 5 points/session)	125
• Lab assignments (11; 10 points each)	110
• Online Chapter Modules (17; 20 pts per module)	340
○ Multiple Choice Quizzes (10 pts each x 17)	
○ Key Concept Quizzes (10 pts each x 17)	
• 3 exams (130 each = 100 pts in class exam; 30 for takehome essay; 90% for A)	390
TOTAL	965

IN SUM: To get an A in this class, you need to get 90% of 965 points (869).

- The best strategy is to get to class! I try to make everyday fun and interesting.
- Extra credit: In case things go awry however (and they can) I will post several extra credit assignments you can choose from (only 1 will be counted). These will be worth 100 points, which means you can ditch the in class portion of one exam (all else being equal).
- If you do well in the rest of class and do an extra credit assignment – you can skip the final.*

GRADE CALCULATIONS AND UF GRADING POLICY: Overall course grade in this course will be determined on a percentage accumulation. Please see UF Grade Policies here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ATTENDANCE AND MAKEUP POLICIES:

See UF's **Illness / Absence / Twelve-day Rule (Athletes) / Make-up Policy:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

My class offers a lot of flexibility – ask if you have questions. But you only need to worry (and talk to me) if you get sick or must be away for an extended absence of two weeks or more.

- Attendance, Participation:** If you miss a lecture or lab class, your attendance points are lost. Labs can all be done independently (via online instructions). **COME TO CLASS!**
- Online Chapter Modules.** You are required to finish online chapter Modules in a timely manner for full credit. They each have a suggested due date, **but the real due date** is the in-class exam that uses the material. *On midterm days, quizzes are locked.* Get them done well prior to the exam date.
- 2 Midterms and Final Exam.** All exams include a mix of take-home and in-class work. You will have a week to complete the take-home portions. We will focus your energies on the most important materials! Even so, if you don't put in the time in class, on quizzes, and other study prep, you may have a very hard time on exams. **Final exam** = 12/11/2025 @ 10:00 AM - 12:00 PM in 0005 Matherly

EXAMS: There are 3 exams – all the same format (130 points total):

- 100 points in class on exam days – hand written on paper we give you.

- There will be a **number of short answer questions** (in the DEE model format), and some longer, **free-form answers** drawn from (a) Weekly quizzes, (b) lecture material, (c) and 2 research papers assigned before each exam that extend material presented in chapter sections called Conservation and Cognition Connections.
- **30 points for an essay written in the AI assisted Clarity tool on CANVAS.** Each essay topic will be on a current behavioral issue with wildlife and will require scientific writing (research based expository writing with in-text citations and lit cited sections). These will be graded for effort, clarity and completeness (and format).

ONLINE CHAPTER MODULES:

- ***A list of key concepts / topics at the top of each module.*** I listed these topics because they are most important for **this course**, though may not represent all the material in a given chapter.
 - The list encompasses key things you should know from each chapter for exams.
 - There may also be a slide show, video or other short lecture presentation that clarifies one or more of the concepts. View / listen to them before proceeding.
- ***Two types of 'STUDY QUIZZES':*** The act of doing them gets you to study for exams, which is the point of these quizzes (which are kind of fun). When you have completed your 2 quizzes, as described, the module is finished, and you get credit for the Module.
 - ***A multiple choice quiz. Do this one first.*** Read over the chapter; take the quiz repeatedly until you get a 10!
 - ***Key concept quizzes.*** Short answers in the DEE model format are required.
 - ***A good KC answer will be in the DEE model format.*** The DEE model (Define, Explain, Elaborate) uses 3-5 sentences that adhere to accurate presentation of the concept in your own words, in those 3 parts.
 - Define the concept, explain it in context of the question/text, and then give an example from the book. All three parts must be correct (**accurate, precise, and relevant**).
 - If you use a chatbot, **REWRITE** to ensure that each answer is in the DEE model format. Chatbots can make things up or use an interpretation from other fields of study.
 - **SO DO LOCATE** the term in the text! We will grade based on what your text says.
 - If however, your answer is cut and pasted from the book, that is bad, too.
 - **We will randomly pick a KC question** each week and grade it for everyone – if yours is blank or bazaar, then **NO CREDIT FOR THE QUIZ!** SO, make sure you give all KC questions at least minimal effort (for half credit).

LAB ACTIVITY ASSIGNMENTS: You will do an in class exercise each lab session with your peers and then there will be an assignment due by the end of the weekend. An upload link will be provided. We will grade them based on decent effort (these are not detailed microbiology reports, more like reflections and field notes). MOST of these can also be done remotely on your own – BUT CLASS IS **SO MUCH MORE FUN**. There will be a page describing MOST of them so you can do them, and upload, even if you don't get to class that day. Why come to class? Because at the end of class you are done! You work in groups to complete labs and then the **whole group hands in the same report**.

QUESTIONS? We are all ears...



University of Florida Required Statements and Information for Students

Online Course Evaluation Process: 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. For more information on the Student Honor Code, please see: <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>.

Software Use/IT help: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Head for the **Help Desk** with ANY tech or software questions! <https://helpdesk.ufl.edu/>

Services for Students with Disabilities: The **Disability Resource Center** coordinates the needed accommodations of students with disabilities. 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/. **Please let me know NOW** if you need an accommodation.

Campus Helping Resources: See the Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many resources it also has strategies to practice self-care. <https://one.uf.edu/whole-gator/topics>

Student Complaints:

- Residential Course: <https://em.ufl.edu/complaint>

Recording in Class: As ever, you are free to record lectures in class – anything I say is fair game (but you can't legally post/share it for anyone else). Please also respect the privacy of your peers regarding their contributions to class dialogue. Please read <https://aa.ufl.edu/policies/in-class-recording/>, because it severely restricts your rights to share recordings with others – even study buddies.

FL Board of Governors Anti-Discrimination Regulation 10.005: In UF classrooms, this bill "... prohibits discrimination on the basis of race, color, national origin, or sex by subjecting any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the concepts as defined in paragraph (1)(a) (see this document)."

Use of AI Chatbots – We will explicitly explore using an AI assisted writing app in this class – Clarity by Turnitin.

WIS 4547C: Wildlife Behavior and Conservation – basic schedule			
1: FOUNDATIONS			
DATES	Tuesday lectures (1 per)	Thursday activities (2 per)	Modules Due
Aug 21	no class	Introduction	M1
Aug 26/28	<i>Polar bears of Churchill</i>	Leveraging smart phones for field ecology	M2, M3
Sept 2/4	<i>Polar bears of Churchill</i>	Baseline & alarm behaviors in Ethograms	M4
Sept 9/11	<i>Polar bears of Churchill</i>	Sense meditations & Invisibility routines	M5
Sept 16/18	MT & Essay Prep	Sampling Behavior	M6
Sept 23/25	T4 Practicum - Explain this	<i>Midterm 1</i>	MT1: Essay due Sun
2: CENTRAL THEMES			
Sep 30/Oct 2	Pharmwaste has Phreaky Effects on Behavior	Naturalist Skills Integration; no class	M7, M8
Oct 7/9	Biocontrol = Behavior Puzzles	Predator Naivete	M9
Oct 14/16	Radiation: Chernobyl Wildlife	<i>Behavioral & Evolutionary Traps</i>	M10, M11
Oct 21/23	Urban Noise & Light Impacts	Solving the "tragedy" of the commons	M12
Oct 28/30	Rapid Behavioral / Evolutionary Change	<i>Midterm 2</i>	MT2: Essay due Sun
3: INTEGRATION			
Nov 6/8	Animal Personalities & Cons.	Play behavior as stress marker	M13, M14
Nov 11/13	Wildlife Migrations: Drivers & Management	Migration and Stopover Sites	M15
Nov 18/20	Wildlife Rehab in the US	Asian Elephant Rehab & Reintroduction in Sri Lanka	M16, M17
Nov 25/27	Are animals moral beings?	THANKSGIVING	
Dec 2	Behavior & Conservation	<i>Reading Day (no class)</i>	MT3/final Dec 11 in Matherly 0005