

Animal Behavior
Psychology/Biology 285
Spring 2017
11:30 – 12:45, Tuesday and Thursday
Bullock Science Center, Room 112W

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Office Hours: Tuesdays and Thursdays 2:00-3:00, or by appointment (please come see me!)

Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior. Prerequisite: PSY-101 or BIO-110. This is a 4-credit course. In addition to in-class time, you will be spending a minimum of 3 hours per week in preparation for our class sessions, including completing textbook and outside reading assignments and preparing for in-class discussions. You should also plan to spend an additional 7 hours per week studying for exams and working on written individual or group assignments.

After completing this course, students should be able to do the following:

- ❖ Increase knowledge of the history, methods, questions, findings, theories, and challenges associated with the scientific study of animal behavior.
- ❖ Improve the critical thinking skills that are required to understand the issues, interpret the science, and evaluate the conclusions in the psychology of animal behavior.
- ❖ Explain important principles and findings from major research areas of animal behavior, including studies of the immediate causes, development, function, and evolution of behavior.
- ❖ Apply your understanding of proximate and ultimate factors to a variety of behaviors seen in animals and correctly use the terminology associated with animal behavior phenomena.

These objectives will be met through applied course assignments involving listening, discussing, reading, and writing.

The Psychology department also developed learning objectives for all of the PSY 200-level courses.

- ❖ Every student will write a final paper or take a comprehensive final exam
- ❖ Every student will write at least one paper (in addition to a final paper, if assigned) during the semester
- ❖ Every student will write a total of at least 10 pages for all papers assigned in the course, which includes a final paper, if assigned
- ❖ Every student will participate in an oral presentation for at least 10 minutes
- ❖ Every student will be exposed to recent research findings
- ❖ Every student will have additional reading materials besides the main book(s) assigned for the course

These objectives will be met through course assignments.

POINT ALLOCATION

Daily Quizzes	20
Press Release	40
Animal Reports	30
Animal Report Presentation	20
Laboratory activities	75
Three In-class exams	300
Final Exam	100
<i>Total Points</i>	<i>585</i>

GRADING SCALE (%)

A = 93 - 100	A - = 90 - 92
B+ = 87 - 89	B = 83 - 86
B - = 80 - 82	C+ = 77 - 79
C = 73 - 76	C - = 70 - 72
D+ = 67 - 69	D = 63 - 66
D - = 60 - 62	F = 59 or less

Your final grade: Total Points Earned/Total Points Possible (x100)

To determine your grade at any point in the semester, just add up the points you've earned on assignments and then divide by the total number possible at that point. You can also figure out how many points you need to earn a particular grade (for example, To earn a C, you will need at least 409.5 points by the end of the semester: $409.5/585 (x100) = 70\%$)

REQUIRED READING MATERIAL

Dugatkin, L. A. (2014). Principles of Animal Behavior (3rd edition).

Reading Assignments: In this course the textbook provides a good foundation of animal behavior. In class we will apply this material using demonstrations, group discussions, videos, surveys, and lecture. Additional related information not in your textbook will be covered in class.

Students also should be aware of the fact that not all of the material in the textbook can be covered in class, but they are responsible for knowing all of the material in the textbook even if it is not covered in class. To succeed in this course, students should keep up with the reading assignments and come to class.

CLASS COMPONENTS

Daily Attendance Quizzes: It is important to attend lectures in this course, as lectures will involve demonstrations, classroom activities, films, and discussion of material not covered in the textbook. Students are expected to attend class regularly, as regular attendance will contribute to a better overall understanding of course material.

Attendance will be taken at every class meeting. This will be done in the form of a “quiz” at the *beginning of each class*. I will present you with a question(s) and give approximately 5 minutes to make your response without referring to your textbook or notes. Your answer(s) will be submitted with your name and this will serve as your attendance. **IF YOU ARE LATE AND ARE NOT PRESENT BEFORE THE ATTENDANCE QUIZZES ARE COLLECTED, YOU WILL NOT RECEIVE POINTS!**

You will receive ½ point just for being present and another ½ point if you get the correct answer – thus, you can earn up to 1 point for everyday that you attend class. There are 24 class meetings this semester (excluding test days). As you will see detailed in the “Point Allocation” section, attendance quizzes contribute 20 points to your total score. What this means for you is that if you exceed 20 points (by attending everyday or only missing a few days and getting answers correct), these will be extra points added to your total score. You can miss up to 4 days of attendance quizzes without it impacting your total points. Again, if you are late for class and miss the quiz, you cannot retake it and will forfeit your point for the day. If you have an absence excused by the college (e.g., observed religious holiday, death of an immediate family member, participating in a college sporting event, unplanned hospitalization), see me before the absence to discuss.

This is also a good way for you to help identify areas that you might need to study more. This practice is actually in place to help you! Research suggests that repeated **retrieval** is the most effective way to learn. My goal is that by having you actively retrieve the information throughout the semester, you will better learn and remember the information from the course.

Press Release: There are many exciting and original findings in animal behavior research. Your job will be to find an article from the primary literature and create a “press release” to be shared with your classmates in an online forum. More details will be provided during the semester.

Animal Reports: Each individual will select one species to study in more depth and prepare a brief report to turn in near the beginning of the semester. Students will also give a presentation on their species to the class (dates will be assigned throughout the semester). More details will be provided during the semester.

Laboratory Reports: Throughout the semester you will complete 3 laboratory reports. More details will be provided during the semester.

Tests and Final Exam: There will be 3 in-class exams, each worth 100 points. There is also a cumulative final exam to be taken during finals week.

Students are expected to take all tests on the scheduled dates. If an extreme circumstance (illness and workload do not apply) arises then the student should contact the professor prior to the test and the professor will decide what will be done.

To do well on the tests, students must come to class and read the class materials very carefully. Historically, students that have done the best have read the textbook carefully several times, taken notes from the textbook, and studied well in advance of the tests.

Late Assignments: Any assignment not turned in when the assignments are collected at the beginning of class (or other specified due date) is considered LATE. Late assignments will be accepted for up to 24 hours beyond the original deadline for ½ credit. No assignments will be accepted beyond 24 hours.

Although every effort will be made to follow the syllabus, I reserve the right to make changes.

OTHER INFORMATION ABOUT THE CLASS

Disability Accommodations: Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (X6150) to make complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

Course Evaluations: Students' feedback about this course is extremely valuable to the professor, the psychology department, and the college administration. Students' comments are taken seriously and the comments are used to improve the course in the future. Students will be asked to complete evaluations of the course at the end of the semester.

Inclusion: This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and affirm people's decisions about gender expression and identity. Please feel free to correct me if your preferred name or gender pronoun are different from that listed on the class roster.

Title IX: For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately to Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435) or Deputy Title IX Coordinator Kristian Contreras (kcontreras@agnesscott.edu, 404-471-6394).

Key dates: Jan. 13—last day to add or drop using AscAgnes; Jan. 20—last day to add a fall class or change to audit; Jan. 30—last day to drop without a W; March 30—last day to drop with a W or change to pass/fail.

ACADEMIC HONESTY

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) _____

Class Date	To Read BEFORE Class	General Topic	Project Due Date	Presentation Date
T-Jan 10		Introduction		
Th-Jan 12	Chapter 1, 2	Principles of Animal Behavior & Evolution		
T-Jan 17		Principles of Animal Behavior & Evolution		
Th-Jan 19	Chapters 3	Hormones and Neurobiology		
T-Jan 24		Hormones and Neurobiology	Animal Report	1
Th-Jan 26	Chapter 9	Kinship/Altruism		2
T-Jan 31	Chapter 6	Social Learning & Culture	Lab Assignment 1	3
Th-Feb 2		Animal Cognition		
T-Feb 7		Exam 1		
Th-Feb 9	Chapter 12	Predation/Anti-predator		4
T-Feb 14	Chapter 7	Sexual Selection	Lab Assignment 2	5
Th-Feb 16	Chapter 8	Mating		6
T-Feb 21	Chapter 10	Cooperation	Press Release 1 Due	7
Th-Feb 23		Cooperation		8
T-Feb 28	Chapter 11	Behavioral Ecology		
Th-Mar 2		Exam 2		
T-Mar 7	PEAK WEEK			
Th-Mar 9	PEAK WEEK			
T-Mar 14	SPRING BREAK			
Th-Mar 16	SPRING BREAK			
T-Mar 21		Competition Activity		
Th-Mar 23	No Class	TBA		
T-Mar 28	Chapter 13	Communication		9
Th-Mar 30	Chapter 16	Play		10
T-April 4	Chapter 5	Learning & Animal Cognition		11
Th-April 6		Learning & Animal Cognition	Press Release 2 Due	12
T-April 11	Chapter 15	Aggression		13
Th-April 13	Chapter 17	Animal Personalities		14
T-April 18		Conservation	Lab Assignment 3	15
Th-April 20		Conservation		
T-April 25		Exam 3		
Th-April 27	SpARC – No Class			
T-May 2		Careers in Animal Behavior		
May 5 - 10	Final Exam Week	Cumulative Final Exam		

