

Animal Digestion Adaptations

Bio 490 Seminar, Section 4

SEM II 2012-2013

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Textbook: Raven, Johnson, Losos, Mason, Singer. 2007. *Biology, 8th Ed.* Bookstore Rental.

For Lab: *Introduction to Animal Biology Lab Manual* will be available on D2L, but you can purchase in the university bookstore only if you want a hard copy. Dissecting kit (plan to bring every week)

Course Description:

If you look across the Animal Kingdom and think about all the different animals you have learned about in some capacity and the foods that they eat, you would surely realize that the range of food types across this group is extraordinary. How do these animals cope with such foods as blood, or wood, or bamboo, or the exoskeletons of insects? How are their digestive systems adapted for handling such foods? In this class you will learn, through research, reading, presentation, and discussion, about the remarkable adaptations that various animals have to their food sources.

During this course, you will be working with a partner or partners (possibly a group of 3) to choose, research, present, and lead discussion on a topic regarding past and recent research in animal digestion adaptations. I expect you to integrate your prior knowledge of animal biology with new information that you gather about your specific topics and to use this class as an opportunity to hone your communication skills.

Points (210 total points)

Draft of presentations	10 pts ea	X 2 presentations = 20 pts
Presentation	50 pts ea	X 2 presentations = 100 pts
Discussion questions (10)	10 pts ea	X 2 presentations = 20 pts
Academic journal article	5 pts ea	X 2 presentations = 10 pts
Discussion participation	5 pts ea	X 12 presentations = 60 pts

Grades: 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=60-66%, F=< 60%

Students with Disabilities: You should contact the Office of Disability Services during the first two weeks of the semester if you wish to request specific accommodations. Also, if you have a medical problem that may cause you to miss class often, please contact the Office of Disability Services so your professors can be notified appropriately of accommodations that should be made for you.

Students' Rights and Responsibilities & Academic Misconduct: You can find out about your rights and responsibilities as a UWSP community member at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. Any form of cheating, **plagiarism**, or any misrepresentation of your work, or if you are knowingly assisting someone in such activities, this will result in a grade of zero (0) points for that assignment. You can find out more about academic misconduct on pages 4-9 of the above Community Bill of Rights and Responsibilities electronic link.

Class Conduct: I expect good conduct and a high level of respect in the classroom, between you and your peers and between you and me. If there is repeat misconduct in the lecture or lab, a minimum of five points will be deducted from your grade for each offense. Misconduct can include, but may not be limited to: texting, answering or making phone calls, talking while I'm lecturing, repeatedly entering the classroom late (unless I have been notified), and lack of participation in group exercises. *If a cell phone goes off in my class, or I catch someone texting, I might just give **the whole class** a pop quiz!*

Student Presentations

Student Learning Outcomes:

- Students will broaden their understanding of the broad range of digestive adaptations of animals. Students will also gain more experience in communication of scientific knowledge to a peer group.

Task Assignment:

- Pairs of students will choose a topic of interest, related to animal digestion adaptations,
- You will research *at least* one article from peer-reviewed academic journals. There may or may not be formal instruction by library personnel on finding these types of articles. If you need help, please see a librarian or me. Do not only rely on sources that you can see and print immediately. You can request articles through interlibrary loan, and you usually get them very fast, sometimes within 24 hours.
- Once this article is in hand, you will read it critically and use the article and other sources (internet, books, magazines) to prepare a 15-20 minute review or background PowerPoint presentation on your topic and to lead discussion. An electronic copy (PDF) of the article must be provided at least one week in advance of your presentation. **If it is not provided at least one week in advance, you will lose 5 points from your total score. If you do not present an article at all or the article is not peer-reviewed, you will not get the 5 points built in for the article.**
- You must present a draft of your PowerPoint to me at least one week prior to your presentation. **This part of the assignment is worth 10 points. If you do not present your draft at least one week prior to your presentation, you will lose all 10 points.** The only exception will be the first group to present, but that group must see me at least a few days ahead of time so I can critique the presentation. That group's paper is still due one week in advance.
- You will also prepare ten (10) thoughtful **critical thinking** questions that can facilitate discussion and present them with your paper. This is also worth 10 [points].
- I will distribute both paper and critical thinking questions to the class.
- After your presentation, you will be responsible for leading discussion on your topic. If discussion seems to slow down, use your questions to pick up the discussion.

General Presentation Structure

- **Introduction:** Introduce the central topic in an engaging way. Hook the audience right away!
- **Body:** Develop the central topic in a sequence of ideas with supporting detail in each slide. Present your evidence in a compelling manner which sustains the audiences' interest throughout the presentation. The body should begin with background information and then continue to historical and current research or activities within the subject.
- **Conclusion:** Restate the thesis of the presentation, summarizing the important points and emphasizing the importance of the topic. Give your overall impressions of this topic. What do you want the take-home message to be?
- **References:** References need to be cited in small print at the bottom of slides that contain newly discussed information. Cite references similar to the way you see them in the journal article(s) you are using. Photo credit must also be given for each photo with a caption in very small print below the photo (such as – Photo: URL, or Photo: someone's name). See me if you have questions about how to cite or give photo credit.