TENTATIVE SYLLABUS FOR SPRING 2017
RN ROSENFIELD

OBJECTIVE: To introduce students to the science of the biology of birds through the study of avian literature, evolution, taxonomy, form, function, behavior, ecology, conservation, and identification.

ATTENDANCE: Attendance is required by UWSP policy – see University Catalog. The only excused absences from an exam are medical and family emergencies, participation in sports as an athlete, and UWSP course field trips (**there are NO make-up exams in lab or lecture**; if you do not show for an exam, you'll receive a zero for that test). You are expected to contact me reasonably ahead of time to make all necessary arrangements regarding conflicts between exam times and excused absences (you need a note from an appropriate source to verify an excused absence, **NO EXCEPTIONS**). If you miss a lab or lecture, you are responsible for getting the material from one of your peers – not from me (neither in advance nor retroactively). **DO NOT** ask to take the **Final Exam** (**14:45-16:45, Tuesday, 16 May, CNR 170**) early/late because of travel, family graduation plans, work, etc. **THERE ARE NO ALTERNATIVE DATES FOR THE FINAL EXAM.** Please understand/respect that I have to make plans also predicated on that which is presented in this syllabus/UWSP timetable, etc. Also, be advised that I do much field work with birds that typically begins in mid-late March and thus I can sometimes be out of office (and Wisconsin) at unpredictable times -- see office hours below. Student academic standards and disciplinary procedures are covered in (cheating will NOT be tolerated and repercussions are varied and unpleasant):
http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf

TESTS AND GRADING: Exams: primarily matching, short answer, essay for lecture, and lab practicals ([e.g., who is A.C. Bent?, name this bird from slide/specimen, give the appropriate taxonomic name, name this bone or pinned organ in a dissected pigeon]) will cover all material given **exclusively** in lecture and lab, respectively, unless told otherwise, including handouts, and assigned readings (**ALL/ANY** material in assigned readings is testable; please don't ask me what should you emphasize in outside class readings – reasonably know all material in the assigned paper). We'll have one **Mid-term Lecture test on Wednesday, 15 March**, worth 75 points, and a **Final Exam** (see above for schedule) also worth 75 points. We'll have **three Lab Exams** each worth 100 pts (see your schedule for which lab/date you're enrolled: **21 and 23 February** covering all lab material from weeks 1-4, [including avian literature and identification/taxonomy of Common Loon thru American Wigeon]**; 4 and 6 April** covering all lab material of week 6 through 8 [including identification/taxonomy from Northern Shoveler thru Ruby-throated Hummingbird]**;** and **2 and 4 May** covering all lab material of week 9 and weeks 11 thru 13 [including identification/taxonomy from Belted Kingfisher thru Snow Bunting]). Thus, there is an overall total of 450 points available in this class (there is no extra-credit). A curve may or may not be used for grading purposes, otherwise expect that 90% and above is an A, 80 – 89% a B, 70 – 79% a C, etc. Scores within the above ranges will be assigned plus and minus grades at my discretion. Class participation through discussion may be used to determine final course grade in borderline cases. Feel free to see me any time in my office with questions about your scholastic performance/standing.

COURTESY CLAUSE: You will lose 10 unannounced points for each episode of disruptive behavior or excessive chatting while I'm providing instruction, etc. *Please* respect our learning

environment and each other. Use of a cell phone while I'm teaching is considered disruptive behavior.

TEXTS: "**A guide to field identification, birds of North America**," by Robbins et al. 2001 – for sale in the university book store; and Gill, 2007, "**Ornithology**," the third edition -- available in text rental. Gill's book is primarily for reference. A dictionary always proves useful too!

OFFICE HOURS: My office is Room 474 CNR; phone 346-4255; email rrosenfi@uwsp.edu Office hours are 1400 – 1600 hours on Mondays, but feel free to stop in whenever; but please be brief when topics do not pertain to class/birds per se. Thank you. You are always able to reach me via email, my phone or its recorder, or you can leave a message with a biology staff assistant in CNR 167. Note that as afore-stated my field work begins in March and thus my time (availability) will thus have to be managed carefully. I sincerely appreciate your understanding.

PROBABLE LECTURE/LAB TOPICS: Avian ancestry and brief history of ornithology, anatomy and physiology related to flight, taxonomic distribution and populations, migration, reproductive ecology, and an overview of timely conservation issues (most likely the high profile theme of the decline in migratory songbird populations as a result of habitat degradation and/or wind energy development). Be prepared to go outside for bird ID in lab beginning the second full week of April.

Students may want to purchase a dissection kit (**NOT** for sale in Biology or CNR stockroom), or obtain individual items such a scissors, forceps, and a cutting tool (scalpel or razor blade). I have some extra binoculars for those in need – though I cannot supply everyone with binocs….sorry.

Useful web sites for bird identification/sounds: http://www.mbr-pwrc.usgs.gov/id/songlist.html http://www.uwgb.edu/birds/wbba/speciesaudios.htm; and for ornithology-related jobs: http://www.osnabirds.org/on/ornjobs.htm. Merlin website at Cornell website provides excellent bird ID!

I remind you that this is a tentative outline and I reserve the right to alter any part thereof, with reasonable timeliness of indicating any alterations of this syllabus to you by me. **Please ask** if something is not clear regarding the structure of this class. You and I are responsible for the contents of this syllabus. **Hand in to me on the first day of lab a sheet of paper – NO EMAILS --indicating that you understand and will adhere to that which is rendered in this syllabus; please sign and date said message.**

NOTE: Your performance on exams will stem directly from your ability to memorize a lot of material and I thus **STRONGLY URGE** you to not wait until the last moment to begin the primarily rote process for storage (there is no trick to memorizing the course specifics – stay on top of things frequently given your capabilities). You may want to use study cards and your peers for example as self tests to gauge your needs and information storage status (I strongly suggest that you prepare for exams by simulating what happens in the exam).

Let's have some fun!