OFFICE HOURS: MW 10:15-11:15am by ZOOM or by ZOOM appointment. I will not hold office hours or have meetings in my office. I will prepare a ZOOM link and post it on Canvas. To arrange a call, send me an email or call the number above (voicemails are sent via email to me). I also suggest you contact me by email indicating that you want to meet on ZOOM, even during established office hours. I may not see that you are on it, since I do not plan on staring at an empty screen for an hour or more if nobody shows up.

This course is in a distance based, fully online, format. All lecture chapters are video recordings, and can be found on Canvas. All assignments and exams are online and will be assigned through Canvas. While most of the class is asynchronous, which means that you will work on your own pace. The class does have a meeting time, but we will likely just meet one day per week to discuss a paper live via ZOOM. Exams will be held online during a designated 24 hour window. All deadlines are listed as Central Time. Though the course is self-paced, note the schedule of exams and assignments below.

Course Meeting Time: MWF, 9:05-10am (but probably only Monday)

Tentative Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Textbook Chapter</th>
<th>Reading (from prior week)</th>
<th>Discussion Leader</th>
</tr>
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<tbody>
<tr>
<td>January 11</td>
<td>Organization/Introduction</td>
<td>1-2</td>
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<tr>
<td>January 18</td>
<td>No Class MJK, Jr. Day</td>
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<tr>
<td>February 1</td>
<td>Learning</td>
<td>5</td>
<td>Tibbets et al 2018</td>
<td>Hawkins</td>
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<tr>
<td>February 8</td>
<td>Cognition</td>
<td></td>
<td>Jesmer et al 2018</td>
<td>Schubert</td>
</tr>
<tr>
<td>February 15</td>
<td>Orientation/Navigation</td>
<td>14</td>
<td>Kabaday et al 2017; Nieder et al 2020</td>
<td>Bringhurst</td>
</tr>
<tr>
<td>February 22</td>
<td>Migration</td>
<td>14</td>
<td>Toledo et al 2020; Harten et al 2020</td>
<td>Hawkins</td>
</tr>
<tr>
<td>March 1</td>
<td>Communication Exam 1</td>
<td>13</td>
<td>Thompson et al 2020</td>
<td>Schubert</td>
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<tr>
<td>March 8</td>
<td>No- Class SPRING BREAK</td>
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<tr>
<td>March 15</td>
<td>Territorality</td>
<td>14</td>
<td>Greenberg et al 2018</td>
<td>Bringhurst</td>
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<tr>
<td>March 29</td>
<td>Sexual Selection/Mating Systems</td>
<td>7,8</td>
<td>Boersma 2020; Gazda et al 2020</td>
<td>Hawkins</td>
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<tr>
<td>April 5</td>
<td>Foraging</td>
<td>11</td>
<td>Sih et al 2017</td>
<td>Schubert</td>
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<tr>
<td>April 12</td>
<td>Cooperation</td>
<td>10</td>
<td>Lodberg-Holm et al 2019</td>
<td>Bringhurst</td>
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<tr>
<td>April 19</td>
<td>Sociality</td>
<td>3,4,6, 9</td>
<td>Cox et al 2019</td>
<td>Hawkins</td>
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<tr>
<td>April 26</td>
<td>Personalities Exam 2</td>
<td>17</td>
<td>Chandra et al 2018</td>
<td>Schubert</td>
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</tbody>
</table>
Grades:

Term Paper (25%)
Exam 1 (25%)
Exam 2 (25%)
Participation (25%)

Letter grade assignment will use a standard 90%> is an A, a score in the 80s is a B, etc. My view of a graduate course is that nobody should earn less than a C. Even C’s should be rare. C’s are usually awarded when students have issues with facts but might have the right idea. This does not mean that a student cannot earn a D or F! ‘B’ students have their facts and ideas straight but fail in some degree to organize the facts in a way that results in a new view of the topic or demonstrate an understanding. ‘A’ students generally are able to organize the facts in a way that demonstrates clear understanding and not rote memorization. Most students should either receive a B or an A, unless they really screw something up.

You must write your assignments clearly using complete sentences. This is not meant to torture you, but the ability to communicate effectively and remember content across courses are very important skills. Thus the clarity of your written answer will be a factor in grading. I do not give extra credit.

Textbook:


Paper Discussion:

Do not miss class! Missing your presentation will affect others, please try to schedule your seminar accordingly.

Assigned Readings. I will assign some assigned readings throughout this semester. Many of these are review articles but some could be primary research papers. All are meant as a guide to help you through the topics presented in lectures and with your term papers. They will be made available on Blackboard sometime during the week before the relevant lecture.

If you haven’t figured it out by now, most of graduate school involves reading, reading and even more reading. Start building a library. Plan on writing, too.

Term papers. Students will demonstrate their knowledge and ability to assimilate facts, ideas about animal behavior in a 8-12 page term paper (double spaced)( or 4-6 single spaced pages). This will be due at the end of the semester. You may use one of your lecture topics as a start on these papers, but you will be expected to elaborate in further detail.

Treat your term paper as a review of a certain topic. Do not just list what the papers report. That might earn you a B. To get that A, you’ll need to organize these facts and ideas and review what is missing from our understanding, what we should do, etc. Statements such as ‘more research is needed’ are often rather useless because when is more research never needed? State what kind of research, the kind of experiments and studies, etc. You may focus on your topic on your favorite critter and use the tools of animal behavior to increase our understanding of their biology. Or you may take a question-
oriented approach and focus on a particular concept such as territoriality or mating behavior and discuss how this has been addressed in a variety of organisms.

Regardless of your approach, the paper must discuss concepts and topics that were published in the primary literature (do not use Wikipedia or some other non-peer reviewed source). I will deduct points if you use many undocumented sources. You should be using main behavior journals such as: Behavioral Ecology and Sociobiology, Behavioral Ecology, Animal Behavior, Behavior, Naturwissenschaften, Ethology, Journal of Ethology, Evolution, Ecology, Science, Nature, Proceedings of the Royal Society of London B, Biology Letters, and so on. Taxonomically focused journals such as The Auk, Insectes Sociaux, Journal of Herpetology, etc. are often fine, if not good sources, but keep in mind that these journals emphasize general aspects of a taxon’s biology and thus may lack some rigor with regard to behavior.

Papers must be cited and in a standard format. I prefer the Wiley-Blackwell or Springer formats (publishers of the main journals above). It might be a good idea for you to learn these because most scientific journals follow one of these formats.

Do not plagiarize. If you do, you will be discovered and dismissed from the university. Plagiarizing at the graduate level is a very, very stupid thing to do.

Participation: I will keep actual notes on who answers my questions and volunteers information during class discussions (I will also note who falls asleep 😴). The only way a graduate course works is if everyone comes to class prepared to listen, learn, discuss, focus and think about the material. I will use this information when assigning final grades in borderline cases. I realize however that some days are better than others to do these things. Periodically, I reserve the right to evaluate your participation by keeping up with the readings by assigning unannounced quizzes!

Final Comment. I expect that you are here because you want to be here. If you don’t want to be here, don’t be here 😁. Animal Behavior is a fascinating topic, so please don’t spoil it for others if you think it’s the most boring subject on earth.
**LEGAL STUFF:**

**EXAMS/ASSIGNMENTS:** It is your responsibility to complete all assignments on time. Failing to complete an assignment will result in a score of 0 unless replaced by a make-up assignment in a timely fashion. ‘Make-up’ assignments are given only in cases where there is a documented excuse beyond your reasonable control:

- **Illness** – you must have a physician note indicating that you were not in a physical condition to take the exam at the scheduled time. A note from a family member is insufficient.
- **Death or grave illness in your immediate family.**
- **Significant scheduling conflicts (e.g., med-school interviews, or other university sponsored events).** You must notify the instructor at least 2 weeks in advance of this absence.

The nature of the make-up assignment will be decided by the instructor and may consist of a written and/or oral examination.

**HONOR CODE/ ACADEMIC INTEGRITY:** Students should be aware that absolute academic integrity is expected of every student in all undertakings at The University of Texas at Tyler. Failure to comply can result in strong university-imposed penalties. Plagiarism (copying the work of others without proper citation), talking during test time, having mobile electronic devices on (phones, laptops) during exams are some examples of behavior to be avoided.

Be forewarned that while taking an exam, the possession of anything containing course content will be considered cheating, whether or not you actually refer to it during the exam. TALKING during an EXAM to anyone other than the instructor or proctor will automatically be considered cheating. It does not matter what you were talking about. This includes the use of cell phones (even if they call YOU) or any other electronic device that could be used to record test material. Violation of this policy will be considered cheating and treated accordingly. Penalties for cheating include anything from a zero on the exam or quiz during which the cheating occurred, up to an F for the course in question.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give and receive “consulting” help. However, this permission to cooperate should never involve one student having possession of a copy of all or part of work done by someone else, in the form of digital or hard copy. If copying occurs, both the student who copied the work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

**RELIGIOUS HOLY DAYS:** Religious holy days sometimes conflict with class and examination schedules. The University policy is that students who miss course work due to the observance of a religious holy day must be given the opportunity to complete the work missed within a reasonable time after the absence, provided that the instructor is notified in advance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**SPECIAL NEEDS:** In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.
STUDENTS RIGHTS AND RESPONSIBILITIES: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations (https://www.uttyler.edu/reboot/files/ut-tyler-fall-2020-procedures-rev-07-14.pdf). The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code (https://www.uttyler.edu/center-for-ethics/) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

SOCIAL SECURITY AND FERPA STATEMENT: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically (email, text, etc.).