

### Course Information

Instructor Rebecca Addington, Ph.D.  
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Office Hours: W 2:00-3:15, R 3:15-4:30 and by appt.

Teaching Assistant Liza Chang  
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Office Hours: M 2:45-3:45 and by appt.

Class Email List: [psych449-1-f15@lists.wisc.edu](mailto:psych449-1-f15@lists.wisc.edu)

#### Required Text

- Goodenough, J., McGuire, B. & Jakob, E. (2010). *Perspectives on animal behavior* (3<sup>rd</sup> Ed.). New York, NY: John Wiley and Sons, Inc.

Other readings will be available on Learn@UW.

#### Course Goals

Psychology 449 is an introduction to the field of animal behavior. The primary goals of this course are to introduce different approaches to the study of how animals behave, examine how different species cope with the challenges brought on by aspects of their physical and social environments, and provide background on the major hypotheses, theories and models that have been developed to account for these behaviors. Specifically, we will focus on:

- Gaining a better understanding of evolution, and how natural selection shapes behavior.
- Developing the ability to think critically about research.
- Gaining an introduction to primary research methods in animal behavior.
- Convincing you that animal behavior is, well, pretty cool!

#### Grades

- Exams: Three (3) multiple-choice exams will be given during the semester. Exam dates are listed on the lecture schedule. The third exam will be held during finals period, but will be a regular exam instead of a cumulative final.
- Zoo Exercise: To get some direct experience with observing animals, you will have the opportunity to collect behavioral data on a species of your choosing at the Henry Vilas Zoo. The zoo exercise will include the construction of an ethogram and a short observation and data collection session. Details on and instructions for the zoo exercise will be provided in lecture in early October.

#### Extra Credit

You may earn up to 6 points of extra credit by doing a short analysis and writeup of an animal behavior phenomenon portrayed in a YouTube video. You may do analyses on up to two different videos, each worth three points. See the Extra Credit handout, posted on Learn@UW, for more information and instructions.

#### Academic Honesty

Each student must work independently on the Zoo Exercise. You can find information on avoiding plagiarism at the Writing Center's website: <http://www.writing.wisc.edu/Handbook/QuotingSources.html>. Cheating and/or sharing information of any kind during examinations is, of course, unacceptable. Disciplinary action will be taken against a student that has engaged in academic misconduct; see [students.wisc.edu/doso/acadintegrity.html](http://students.wisc.edu/doso/acadintegrity.html) for more information. See also 'Ethics of Being a Student in the Department of Psychology', below.

#### Classroom Courtesy

Cell phones MUST be turned off and stowed prior to the start of lecture and lab/discussion. It is acceptable to use a laptop or tablet to take notes during lecture and lab/discussion. However, devices should be used during class for course-related work only. Please do not spend time in lecture using devices for other purposes, as it is distracting to other students and to the instructor.

Lecture Schedule

<b>Week</b>	<b>Date</b>	<b>Lecture Topic</b>	<b>Reading</b>
1	Sep 2	Introduction	Chap 1
2	Sep 7, 9	<i>Labor Day – No Class (M)</i> History of Animal Behavior	Chap 2
3	Sep 14, 16	History of Animal Behavior Evolution and Natural Selection	Chap 4
4	Sep 21, 23	Evolution and Natural Selection	
5	Sep 28, 30	Genes, Environment and Behavior Research Methods	Wright; Gladwell Ploger
6	Oct 5, 7	Physiological Bases of Behavior: Hormones Learning	Chap 7; Wingfield et al. Chap 5 (pp. 77-84; 87-91); Bernstein et al.
7	Oct 12, 14	<b>Exam 1: Monday, October 12</b> Living in Groups	Chap 19 (pp. 423-427); Chap 11 (pp.233-240)
8	Oct 19, 21	Antipredator Behavior Aggression, Conflict and Contests	Chap 13 Chap 18 ; McConnell
9	Oct 26, 28	Sexual Selection and Reproduction	Chap 14 Muller & Wrangham
10	Nov 2, 4	Mating Systems Parental Care	Chap 15 (pp. 345-354) Chap 15 (pp. 333-344)
11	Nov 9, 11	Parental Care Human Ethology	Mock et al. Alcock; Burch & Gallup
12	Nov 16, 18	<b>Exam 2: Monday, November 16</b> Cognition	Chap 5 (pp. 84-87; 91-98); Chap 17 (pp. 396-404)
13	Nov 23, 25	Cognition	Hauser  <b>*Zoo Exercise due M Nov. 23 at lecture*</b>
14	Nov 30, Dec 2	<i>Thanksgiving Break – No Class (W)</i> Communication	Chap 17 (pp. 381-396); Chap 16 (pp. 355-367) Chap 16 (pp. 367-380); Seyfarth & Cheney; Hauser & Wrangham
15	Dec 7, 9	Kin Selection and Altruism  Cooperative Breeding	Chap 19 (pp. 427-439); Heinrich & Marzluff Chap 19 (pp. 439-444)
16	Dec 14	Eusociality and the Social Insects  <b>Exam 3: Saturday, December 19 7:45 – 9:45 AM</b>	Chap 19 (pp. 445-450); Topoff

## Final Grades

Your final grade will be computed according to the total number of points you earn on the three in-class exams and zoo exercise; the total possible number of points that can be earned in this course is 350. Approximate grading curves will be provided after each exam to give you an estimate of your performance on each exam. However, only the points (not letter grades) from each exam and the zoo exercise will carry over into the final distribution, which will be used to determine the final grading curve. The final grading curve will be: A (15%), AB (10%), B (25%), BC (15%), C (35%), D (under 60% of total possible points), F (under 50% of total possible points).

### Point Breakdown Overview:

Exam 1	100 pts.
Exam 2	100 pts.
Exam 3	100 pts.
Zoo Exercise	50 pts.
<b>TOTAL</b>	<b>350 pts.</b>

## Make-up Exam and Late Assignment Policies

Make-up exams will be given to those with legitimate excuses who see the lecturer at least one week in advance. If an unforeseen event such as illness occurs, you must contact the lecturer (not the TA) IMMEDIATELY. **Failure to take an exam without the instructor's prior knowledge will result in a failed exam.** Late zoo exercises will be penalized five (5) points per day, including weekends.

Additional Assistance: Utilize these resources and ask for help early.

Writing Assistance:  
The Writing Center  
263-1992  
[www.writing.wisc.edu](http://www.writing.wisc.edu)

Counseling and Consultation Services  
265-5600  
[www.uhs.wisc.edu/services/counseling](http://www.uhs.wisc.edu/services/counseling)

Other Assistance:  
McBurney Disability Resource Center  
263-2741  
[www.mcburney.wisc.edu](http://www.mcburney.wisc.edu)

Dean of Students  
263-5700  
[students.wisc.edu](http://students.wisc.edu)

## Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodation for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester (by Friday, September 18<sup>th</sup>, 2015), or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA. If you have a McBurney Center VISA, please provide a copy to me by Friday, September 18<sup>th</sup>.

### Ethics of Being a Student in the Department of Psychology

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

### Note from the Psychology Department

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If you do not want to approach the instructor, make an appointment to speak to the Department Chair, Professor H. Hill Goldsmith ([chair@psych.wisc.edu](mailto:chair@psych.wisc.edu)).

If your complaint has to do with sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Assistant Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; [burk@wisc.edu](mailto:burk@wisc.edu)).

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you may also take your complaint to the Office of Equity and Diversity, Room 179-A Bascom Hall ([www.oed.wisc.edu](http://www.oed.wisc.edu))