

Spring 2017

When and Where: Monday, Wednesday, and Friday 12:05-12:55 in Plant Sciences 108**Instructor:** Anna Pidgeon, apidgeon@wisc.edu
A143 Russell Labs.**Office hours:** please email for appointment, or talk with me directly after class.

Teaching Assistants:	email	office hour
Kristin Brunk	kbrunk@wisc.edu	Thurs, 1:00-2:00, Noland 314
James Burnham	burnham@wisc.edu	Tues, 11:00 – 12:00, Noland 314
Maia Persche	persche@wisc.edu	Friday, 11 – noon, Noland 314
Elena West	elena.west@wisc.edu	Wed 1:00 – 2:00 Russell Labs A229

Prerequisites Biology/Zoology 101 and 102 OR Biology/Botany/Zoology 152 OR Biocore 381 and 382 OR Graduate Student Standing or Consent of Instructor**Learning Outcomes:** Ornithology is the scientific study of birds. This course covers the evolution, functional morphology, physiology, ecology, behavior, demographics, life history strategies of birds, and major conservation challenges. The goal is to build a foundation of knowledge about birds in a way that will facilitate continued learning about them long after the course ends. Students will gain skill in engaging with primary scientific literature through the lens of ornithology.

Students will be able to:

- 1) articulate how birds differ from other vertebrate taxa and trace their evolutionary history,
- 2) Characterize the adaptations (behavioral, physiological, morphological) that are associated with their great evolutionary success.
- 3) Analyze the mechanics of different modes of flight.
- 4) Explain the relationship between learning and vocalization.
- 5) Discuss the role of sexual selection, habitat selection, and foraging mode in shaping avian behavior and ornamentation.
- 6) Identify and discuss contemporary issues in bird conservation science.

Course Text: “Ornithology” 3rd edition, 2007, by Frank B. Gill, W.H. Freeman & Co., NY.**Work Expectation:** As a three credit course, it is expected that at least 6 hours of time is to be spent outside of class reading the textbook, viewing videos on the course website that illustrate features discussed in class, reading articles provided on the course website, or studying lecture notes.**Examples of out-of-class assigned articles:**Alpin et al. 2015. Experimentally induced innovations lead to persistent culture via conformity in wild birds. *Nature* 518(7540): 538-541.Bird Life International. The Killing. available at: www.birdlife.org/illegal-killingLane et al. 2004. *Daily Torpor in Free-ranging Whip-poor-wills*. *Physiological and Biochemical Zoology: Ecological and Evolutionary Approaches* 77: 297-304.Pyle, P. *Birding by Feather: A Molt Primer*. 2008. Birding. 6 pages.Sutherland, W.J. 1987. *Why do animals specialize?* *Nature* 32: 483-484.

Course Website

Available through Learn@UW

Course Grade components:

- a) 5 minute Quizzes **15%** (12 unannounced quizzes given in class over the course of the semester, 2 lowest scores will be dropped, no make-ups)
- b) Assignment **10%**
- c) Exams **75%** (total of three; the second exam includes both an in- class and a take-home portion). Proportional breakdown as follows: Exam 1 15%; Exam 2 in class portion 20%; Exam 2 Take-home portion 20%; Exam 3 20%.

Grading Scale

Letter Grade	Percent of points earned
A	90% - 100%
AB	85% - 89%
B	80% - 84%
BC	75% - 79%
C	68% - 74%
D	58% - 67%
F	Below 58%

Religious conflict and Special Needs:

if you have a religious conflict please notify me in writing (email is fine) as soon as possible.

If you have special needs, with regard to how content is provided, or testing situations, also let me know as soon as possible so that I can work to accommodate you as best I can.

Students with Disabilities: Please see this website <http://mcburney.wisc.edu/students/howto.php>

Academic misconduct

Violations of standards of academic honesty will not be tolerated. Punishment may include a lowering of the grade, no credit for dishonest work, expulsion from the course, a notation on your academic record, and others, deemed appropriate by the instructor or deans. PLEASE NOTE THAT AS PER UNIVERSITY POLICY, ALMOST ANY PENALTY MUST BE ACCOMPANIED BY A LETTER, WHICH WILL BE DEPOSITED IN YOUR STUDENT FILE.

For more information, please see: <http://www.students.wisc.edu/doso/academic-integrity/>

Inclusivity at UW-Madison

Message from campus leaders:

“At Wisconsin, we value our diversity, in all of its forms, and are trying to create a safe and inclusive community for everyone.” – Lori Berquam, Dean of Students

“UW–Madison is committed to fostering a campus environment where every student can learn, feels safe and valued, and is able to thrive.” – Chancellor Rebecca Blank

Building good communication skills is critical to your success:

In our diverse society, employers seek candidates who can effectively interact and work in teams with people from many different backgrounds. Like leadership or critical thinking, learning how to communicate well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Building cultural sensitivity and behaving inclusively aren’t difficult. Engaging in a few straightforward behaviors can both sharpen your skills and improve our campus climate.

DO...	DON'T...
...have a conversation with a student who has a different background from you. Ask them about their experiences.	...assume you know about an individual’s abilities and interests just because they belong to a certain social group.
...attend several activities, talks, or other diversity events per semester. Find an events list at bit.ly/UWdiverseuse expressions others find offensive (e.g., “that’s gay,” “gypped,” “ghetto,” “retarded”). Others see your behavior, not your intent.
...display the same level of warmth and enthusiasm when interacting with students from all social groups.	...tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
...ask individuals from different social groups what terms or phrases they find offensive.	...tell someone they are different from “typical” members of a social group they belong to.
...choose students from different social groups for class projects.	...remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email! mdunne2@wisc.edu