Biol 339: Animal Behavior Laboratory  
Spring 2021  
Mondays 1:00-3:50/ 107 ISC (Field Biology Lab)  
F2F meetings: 1-2:15 or 2:30-3:45; other lab time = online

Instructor: Dr. Kristi Hannam  
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Office Hours: Mondays 9:30-10:30am; Tuesdays 4:00-5pm; and Wednesdays 9:30-10:30, or by appointment; Wednesday morning office hours are for this class only.  
Zoom access to office hours: https://geneseo.zoom.us/j/4946919224?pwd=TVlXZFV2NGZJT2w2WkEwS2pvN042dz09

Readings and Lab Handouts will be assigned and available via Canvas

Learning Outcomes:  
Upon completion of this course students will:  
1. Produce a variety of written and oral reports that describe observations of animal behavior, and hypothesize explanations for the behaviors to practice different modes of science communication.  
2. Participate in development and execution of studies individually and in small groups  
3. Apply knowledge of theories of animal behavior by developing original tests of assumptions and hypotheses.  
4. Design and carry out an independent investigation of animal behavior by identifying one or more testable hypotheses, carrying out the investigation, analyzing the data, reporting the results and drawing conclusions.

Pandemic Learning Objectives
I hope you will join me in adopting these additional learning objectives. This semester will be a big opportunity for learning for all of us, and to be as successful as we can be, let's commit to each other:

1. To be patient and kind with ourselves and each other as we navigate these new ways of learning.  
2. To embrace the opportunity to learn in new ways and grow as life-long learners.  
3. To do our best, knowing that our best may look different than it has in other semesters.  
4. To communicate openly and clearly about our expectations, concerns, and goals.  
5. To be flexible. We are in unfamiliar and uncertain times. We're all a bit anxious. Circumstances will likely change over the course of the semester. Let's work together to make this the best class possible, knowing that this may be a moving target.

-credit to @MikkiBrock for sharing a draft of these objectives

About online learning

This may be the first hybrid lab course that you have taken, and there are significant differences between this and the usual face-to-face labs you are used to. Keep in mind that whether a course is online, hybrid, or face-to-face, you should expect to be doing approximately 3 hours of work a week for every credit hour. For this course, that means at least 3 hours of work per week total. In a face-to-face lab almost 3 of the required hours per week would be spent in the lab, in discussion and small group work. The other time would be spent doing

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homework and out-of-class project work, reading the assigned readings and studying. That same 3 hours in this hybrid course will be spent on similar sorts of work, but in somewhat different proportions, and almost all scheduled by you.

Being in an hybrid course gives you more control about the timing of your focus on course material, but the workload should be very similar to a face-to-face course. Online learning in many ways more closely mimics the kind of self-motivated learning that you will do when you leave college, so think of this as training for the the rest of your life. While you have more flexibility about when your focus on course material, you should strongly consider creating a weekly schedule for your work (pace yourself!), and I strongly recommend logging into the course Canvas page daily to see updates and comments from your instructor and classmates.

Since we’ll all be working much more online, and solo, and much less face-to-face, it is very important that we all use our most respectful “netiquette”. Keep this in mind especially when commenting or responding to each other’s posts and questions.

To successfully access and use the resources needed for this course, and to submit the required assignments, you will need the following technology:
Hardware: a laptop computer (one that fulfills the Geneseo Laptop requirement) and a high-speed internet connection, sound card, speakers or headphones, and a microphone (if there is one built into your laptop, that should be fine)
Software: An internet browser compatible with Canvas, Adobe Reader, and Google Docs and Google Slides (you may also find Microsoft Word useful). There will also be required use of a free sound analysis software program for two labs during the semester.

Course Design: This course is divided into 3 modules, and you will find the course modules labeled on Canvas. Each module focuses a theme in the study of in animal behavior, and for each week there will be readings, quizzes, activities, discussions and assignments. The class will meet face-to-face for approximately 75min each Monday, and you will have additional lab work to complete outside of this time. To complete a module, and move on to the next module, you must complete the assignments for that module.

Course Schedule

The following schedule of lab activities & experiments is not set in stone. The schedule, and lab activities may change depending on the weather, the availability of study animals or the progress of the class in exploring a particular topic.

MODULE 1: Observing and Quantifying Animal Behaviors

Feb 1 - Week 1: Modified Sit-Spot Lab/Observations (meet in the lab in our cohorts for socially distanced introductions and instructions on the sit-spot.)

Feb 8 - Week 2: Ethics in Animal Behavior Research and Defining Animal Behaviors + Stats Exercise (meet in the lab for Ethics discussion/case study + stats intro) (DISCUSSION) (QUIZ)

Feb 15 - Week 3: Ethograms 1 (meet in lab for lab intro, and instructions on ethograms) (DISCUSSION) (QUIZ)

Feb 22 - Week 4: Ethograms 2 (with presentation/write-up due) (work on ethogram data collection & observational hypothesis testing) (DISCUSSION) Stats Due

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Mar 1 – Week 4: Ethogram 3/Bird Foraging Lab Set up – (Everyone meets in the Arboretum at 1:00 for Foraging Lab Set up; Return to the lab room for consults with Dr. H on Ethogram write up)

MODULE 2: SOME APPROACHES TO STUDYING ANIMAL BEHAVIOR

Mar 8 - Week 6: Bioacoustics 1 (meet in lab for intro to Bioacoustics tools) (DISCUSSION) (QUIZ)

Mar 15 - Week 7: Bioacoustics 2 (DISCUSSION) (QUIZ)

Mar 22 – Week 8: Migration 1 (meet in lab for migration discussion, intro to migration tools)

Mar 29 - Week 9: Migration 2 + Independent Project Topic Due (DISCUSSION)

MODULE 3: DESIGNING & CONDUCTING YOUR OWN STUDIES IN ANIMAL BEHAVIOR

April 5 - Week 10: Independent Project Proposal Review/Revision + begin data collection and one-on-one meetings w/Dr. Hannam

April 12 - Week 11: Independent Project Data Collecton (required one-on-one meetings with Dr. Hannam)

April 19 – Week 12: Independent Project Data Collecton (required one-on-one meetings with Dr. Hannam)

MODULE 4: PULLING IT ALL TOGETHER

April 26 – Week 13: Independent Project Data Collection wrap-up and Data Analysis/Poster Design (Lab meetings in cohorts + required one-on-one meetings with Dr. Hannam)

May 3 - Week 14: Final Poster Presentations

Grading:

PLEASE NOTE: Canvas reported final grades may be slightly different than the final grade which will be calculated by Dr. Hannam offline from scores reported in Canvas.

Grades in lab are based on the following assignments:

Participation & Journal:
- Article Discussions (in class & online) 15%
- Short Writeups & Quizzes 20%
- Lab Reports (1 from module 1; 1 from module 2) 40%
- Independent Project (including proposal, individual meetings, and final presentation) 25%

TOTAL 100%

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Final grades are earned according to the following point distribution: >93%, A; 90-93%, A-; 87-89%, B+; 83-86%, B; 80-82%, B-; 77-79%, C+; 73-77%, C; 70-72%, C-; 60-69%, D; <60%, E. Under most circumstances, there will be no adjustment to your letter grades from this distribution.

Individual Lab Reports
The two full lab reports are to be written individually. Lab reports should be written in the format of a scientific journal article (specific details will be given in class), and each report will be worth 100 pts. Lab Reports are due approx. two weeks after the experiments in class are complete (see schedule on Canvas), as assigned.

Journal Discussions & Participation
For some of the lab experiences and a formal lab report is not required, but an alternative written assignment will be completed and turned in. These assignments will typically be due in class one week after the lab experience (see Canvas for dates).

Active participation in the lab each week – in designing and conducting experiments, in discussion of readings and experimental designs – is worth 15% of your grade. Participation is expected even if you are joining the class via Zoom, and will be graded by the instructor each week using a rubric provided to the students.

Independent Project
In the latter part of the semester, students (working individually or in pairs, depending on our campus situation) will design and carry out an independent project. The project will involve the development of a research question, design of methods to address the question, data collection for 6-8 hours of lab time, analysis and presentation of data in a final poster presentation. Additional information will be given in class.

Short Writing Assignments & Quizzes
For some of the lab experiences and field trips a formal lab report is not required, but an alternative written assignment will be completed and turned in. These assignments will typically be due in class one week after the lab experience (see Canvas for dates). In addition, there will be short quizzes on the pre-lab reading assignments for each lab due at the beginning of lab or online depending on the week.

College policies for in-person/hybrid classes in which a participant tests positive for COVID-19
The college relies on contact tracing provided by the Livingston County Department of Health. In cases where DOH contact tracing identifies that an individual who has tested positive for COVID-19 has been present during in-person sessions of a class during the period when they may have been contagious, that class will be moved entirely online. The Provost’s Office, in primary consultation with the Livingston County Department of Health and through additional consultation with the instructor, Health and Counseling, and Human Resources, will determine if/when in-person instruction may resume.

Face-to-Face Attendance and Public Health
Attendance at our hybrid weekly face-to-face meetings is expected of all students except those feeling ill or in quarantine. If you are unable to attend a face-to-face meeting, please notify Dr. Hannam at least 1-hour before the lab meeting, and she will ensure the classroom Zoom connection is available during the face-to-face
meeting. In this way, all students should have the ability to attend, in-person or virtually, all lab sessions. Students who are absent from 3 or more lab sessions will fail the course.

In the context of the COVID-19 pandemic, it is vital that we all do what we can to protect the health and safety of each other. If you are feeling unwell on a day that class meets in-person, do not attend. Remember that it is better to stay home if you are not feeling well than to attend class and risk spreading illness to others. Throughout the semester, please be proactive in communicating about absences and contact the Dean of Students if you expect to be out for an extended period of time. Rest assured that there will be no penalty for attending classes via Zoom, and that I've designed our course so that there's a path for you to make up any learning that takes place in a class meeting you miss.

The college has developed an online COVID-19 screening report for students. Be sure to familiarize yourself with this process and complete the brief screening report before leaving for class. If you are experiencing common symptoms of COVID-19, stay home and contact Health and Counseling Services as soon as possible. I strongly encourage you to set a daily reminder to fill out the screening report.

Face-Masks and Other Behavior in the Classroom

Face masks are required in all instructional spaces (including classrooms, lecture halls, and laboratories) and all common areas including residence halls and academic buildings. If you forget your mask, please be sure to pick up a disposable one before entering the classroom. Masks must be worn for the duration of class. If you do not have a mask or are unwilling to wear one, you will be asked to leave the classroom. I cannot safely hold class if all students are not wearing face masks.

If you would feel more comfortable or if my teaching could be more accessible if I wear a clear face mask, please let me know as soon as possible. Students who have concerns about wearing a face mask due to a documented disability need to contact the Office of Accessibility Services (access@geneseo.edu) to request reasonable accommodations.

Please familiarize yourself with any special seating arrangements in the classroom and be sure to practice 6-foot physical distancing at all times. This includes entering and exiting the classroom.

ELECTRONIC DEVICES IN CLASS

Please make sure all cellphones, laptops and other electronic devices are on “silent” during face-to-face class. While laptops and other electronic devices can be useful learning tools in class, there is strong evidence that they can also be serious distractions from learning for the user, and for other people seated around the user. I do request you bring laptops to class on all days (except the first day of class) to access online material, software and data, however, please be mindful of how you use electronic devices in class, and their impact on the other learners around you. Also keep in mind that it is pretty clear to the instructor at the front of the classroom when electronic devices are being used for learning, and when they are being used for other (usually entertainment and communication) purposes. Not only is it apparent to the instructor, research (Ravizza et al. 2016) measuring the duration of student Internet use in class found that students who used laptops in class for nonacademic reasons had poorer class performance, as indicated by their final grade.

ACCOMMODATIONS

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should contact the Dean in the Office of Accessibility Services (585-245-5112) and their faculty to discuss needed accommodations as early as possible in the semester.

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ACADEMIC DISHONESTY
SUNY-GeneSEO’s policies on academic dishonesty are summarized in the Code of Student Conduct found in the GeneSEO Undergraduate Bulletin online. Plagiarism and other forms of academic cheating are prohibited and may result in a zero on an assignment or exam. Plagiarism and cheating will be reported first to the departmental office, and may be referred to the Campus Judicial Council. Repeated incidents will result in failure of the course. Lab reports and discussion contributions will be checked for plagiarism. If you have any questions about what constitutes academic dishonesty please contact the instructor.

PLAGIARISM
Plagiarism is very serious. If you plagiarize, you will be prosecuted. No excuses. No second chances -- even if you had planned to graduate. Plagiarism doesn't just happen accidentally. You are responsible for determining how to properly cite the work and ideas of other people. If you are unsure or have questions, refer to Milne library’s links for citations (under “Research Help”). If you still need assistance, ask your instructor or a librarian.

Students sometimes think that citations are necessary only when using material that is a direct quote. This is not true. A citation is necessary any time you include any information or idea that is not yours (i.e., directly or indirectly derived from someone else’s thinking or writing). Any non-original idea that you fail to cite is plagiarized. Plagiarism is intellectual stealing and the consequences of plagiarism are substantial. In order not to be accused of plagiarism, all a student needs to do is properly cite sources. For the purpose of this policy, plagiarism shall be considered to be deliberate representation of someone else's words or ideas as one's own or the deliberate arrangement of someone else's material(s) as one's own.

COMMUNICATION WITH THE INSTRUCTOR
The best way to communicate with Dr. Hannam this semester is via Canvas Inbox messages or virtual office hours. If this is not possible, Geneseo email is the second most favored means of communication. Dr. Hannam will make every effort to respond to emails/messages sent to her during the workday by 6pm the same day. Emails sent after 5pm may not be answered until the following workday depending on Dr. Hannam’s schedule outside of work.

**Dr. Hannam will communicate with the class primarily via “Announcements” on the course Canvas page. Please make sure you check the “Announcements” page regularly and/or sign up for notifications to your phone or email when additions have been made to the “Announcements” page.**

TAKING CARE OF YOUR MENTAL HEALTH
The Biology major is demanding, and as your instructor I try to keep in mind that mine is not the only course you are taking, and that most of you also have other demands on your time and attention in addition to your coursework. Juggling your many responsibilities can have an impact on your mental health. With this in mind, I realize that diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your coursework; if so, please make an appointment to speak with me one-on-one. I realize, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

SUNY Geneseo provides mental health services to support the academic success of students. Counseling Services, a part of the Lauderdale Center for Student Health & Counseling, offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being and success here in college.

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In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., Counseling Services, Career Services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available.

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

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