Introduction to Animal Behavior Syllabus – Fall 2022

ZOO4050 ONLINE ONLY

I. INSTRUCTOR INFORMATION

Professor:

Stefanie Gazda, Ph.D.

Email: stefanie.gazda@ufl.edu

Office Hours: Office hours will be held via Zoom. The link, days and times will be posted on Canvas on the Syllabus page.

II. COURSE INFORMATION

The entire course will be conducted online through the course CANVAS website. You can directly access the Canvas login at https://elearning.ufl.edu/.

COURSE COMMUNICATION

All e-mail correspondence to course instructors must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course number in the subject line. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered. For the timeliest responses, use the Inbox Tool in Canvas.

COURSE TEXTBOOK

Animal Behavior: Concepts, Methods, and Applications, 3e by Shawn E. Nordell & Thomas J. Valone. Oxford University Press (publisher), 2020.

COURSE DESCRIPTION

The scientific study of the mechanistic and evolutionary causes of animal behavior, including communication, foraging and anti-predator behavior, spatial behavior, mating behavior, parental care, and social behaviors. Three credits.

PREREQUISITE KNOWLEDGE AND SKILLS

Degree-seeking students only. Prerequisites: BSC 2010/2011 and labs, or the equivalent, with a minimum grade of "C". PCB 4674 is suggested (previously or concurrently) but not required.

MINIMUM TECHNICAL SKILLS

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

.HEIC files are NOT accepted for any assignments or discussions. As this is an online course, all answers must be typed, and all graphs must be created via software such as Excel. Any exceptions to this rule will be expressly stated on the assignment/activity. If a PDF upload is required, it must be able to be read by plagiarism checkers. **If your assignment/discussion/quiz/other does not meet these requirements it will not receive credit.**

COURSE GOALS AND OBJECTIVES

This course is designed to incorporate the student-centered pedagogy known as Problem-based learning (PBL). PBL is a student-centered approach in which students learn about a subject by working in groups to solve open-ended problems. This problem is what drives the motivation and the learning. You will learn about core Animal Behavior theories and apply them to different case studies. PBL will be employed in small Module-specific assignments as well as larger ones that are more cohesive.

The course content is about the comparative evolutionary and biological study of animal behavior and the scientific method. You will study non-human and human animal behavior in the conceptual framework of evolution by natural selection. We consider this powerful unifying concept - What is it? How does it work? – and how it operates from DNA to populations. You will study the behavior of mammals, invertebrates, fishes, and birds. We will consider each behavior from the perspective of genetics, phylogeny, development, neurology, endocrinology, and learning. How do those influence behavior? This course should be an integration (dot connecting) of all you have learned so far, with the new concepts and material of this course. You will accomplish this with readings, discussions, and writing multiple briefs and a single lengthier assignment. Course emphasis is on conceptual understanding and synthesis with deep mastery of content, shown by being able to put concepts into your own words and apply them to new situations.

By the end of this course, you should be able to:
- Distinguish between the four types of questions that may be asked about animal behavior and formulate hypotheses of each type to explain a given behavior.

- Explain how behavioral hypotheses are formulated, the procedures used to test them, and the types of data that can be collected.

- Identify some of the mechanisms involved in the production of a behavior by an animal.

- Describe the role of natural and sexual selection in the evolution of behavior.

- Explain how these principles can be used to understand human behavior.
- Evaluate scientific observations, protocols, and explanations of animal behaviors.

COURSE EXPECTATIONS

Each student is solely responsible for reading and following the instructions, guidelines, and schedules in this syllabus. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing an assignment or other assessment.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

III. COURSE POLICIES

As part of ZOO 4050 you are required to complete online assignments. If at any time you have questions about these assignments, please contact me. A schedule will be posted on e-Learning with the due dates for each assignment. **All assignments must be completed by the stated due date and time for credit. Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline.** Many assignments will also have a set time limit, so make sure you have time to devote to that assignment before you begin. You are expected to work by yourself on the assignments and cheating will not be tolerated. Note that all due dates for assignments are clearly posted on course website and reflect the most up-to-date information.

ATTENDANCE

Students are expected check the course website regularly for announcements, assignment due dates, and other course related information. Students are to complete all assigned work (quizzes, activities, discussions, and exams) by the due date. Students are strongly encouraged to read the assigned chapters before attempting any of the assignments as this will make it easier to comprehend the material.

TIME COMMITMENT

The UF College of Liberal Arts and Sciences assumes that each student will devote 3-4 hours per week per credit hour to each course, including time in lectures and labs. Because ZOO 4050 is three credits, each student should therefore expect to devote 9-12 hours per week to this course during a regular semester. A recommended time allocation is in the table. If you find yourself spending more than the recommended number of hours per week on average on these activities, discuss this with your course

instructor to see if you can refine your study habits. If you find yourself spending less than the recommended number of hours per week on average, you should recognize that you may have difficulty learning and comprehending the material in this time, and this will probably be reflected in poor performance on the various assessments, causing you to receive a lower overall course grade.

Activity	Hours/Week
Lectures/Videos	1
Online Exercises	2-4
Textbook Readings	2-3
Review and Study	2-4

COMMUNICATION WITH YOUR ONLINE INSTRUCTOR

When you have a question about the assignments, check the following sources first to see if it is already answered, before e-mailing your Online Instructor:

- Course Syllabus
- e-Learning Announcements (this is the primary means that your Online Instructor has to communicate with you in a timely manner)
- e-Learning Study Room Posts
- General Course Questions

If you still cannot find the answer to your questions:

- If it is a question that others might find useful to know the answer to as well, post it in the General Course Questions section in Module 0.
- If it is a question specific to you (e.g., account or grade specific), e-mail me. Barring unusual circumstances, expect a reply with 24 hours (**48 hours on weekends; do not expect an immediate response in the evenings**). E-mails and e-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

COURSE ACTIVITIES AND MATERIALS

There are several distinct types of assignments that you will have to complete. Any assignments that require a file upload *MUST* be uploaded in PDF format. For most assignments, you will receive a grade based on the grading rubric provided. **There are no make-ups available for assignments.** Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. This documentation must go through the Dean of Students Instructor Notifications page (https://care.dso.ufl.edu/instructor-notifications/). It is especially important not

to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within *Canvas*, you must contact *eLearning* technical support **first** (and then me) at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and extensions can be given if necessary. Thus, check early that you can access the assignments. You will **not** be granted an extension for technical problems if you do not contact me before the deadline. It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

Exams

There will be two exams. Each exam will cover material from video lectures, comprehension checks, learning activities, the online discussions, and the assigned reading in the textbook. The exams will not be "formally cumulative," though by the end of the class you will be linking components you learned early on to ideas and themes covered in the last unit. All exams will feature a variety of short-answer questions. We will not shy away from real numbers and real theory, but I will never expect you to memorize equations or constants, nor will you have to do complicated math.

All exams will be essay style and will be administered using HonorLock. All exams will be multiple-choice and will be administered using HonorLock. You will have to download an extension for your browser, and you can only use Google Chrome. For detailed instructions about HonorLock, review the student instructions page in the Orientation Module.

Each exam will have roughly 15 short essay style questions; you will be responsible for answering any 10 of them that you choose.

If necessary, exams MAY be scaled using the following approach: The top 3% of the scores will be averaged, and the difference from 100 points will be added to each exam score.

Exams will be available for review by appointment for one week after the exam date; specific times for exam review will be announced following each exam. Exams will not be available for review after the semester has ended.

Exam Re-grades

Occasionally, mistakes are made when your exams are graded. If you feel there is an error, you can request a re-grade. Re-grade requests must be in writing and will not be done "on the spot." Questions to exam scores will NOT be answered the day that they are graded. I will not argue about point assignments. When asking for a re-grade, you need to include the following (if you do not follow these rules your exam will be returned without review):

- An email explaining what needs to be re-graded. Do not just say "re-grade question 3"; you need to explain why your answer deserves more credit than was given.

- Re-grade requests must be turned in within the week of when the exam was handed back. They will be returned to you one week later.

Exam Extra Credit

All students will be able to correct their FIRST exam and submit their new answers to earn half-credit on any points missed, for a maximum of 10 points (i.e., you can in theory raise your exam grade one full letter). For instance, if you missed a 4-point short answer, submit a correction to earn up to 2 points. If you were awarded 2 out of 8 points (6 missed points), correct it to earn up to 3 points. This extra credit is available to all students, no matter their original score. You cannot answer questions you did not attempt. Exam corrections are due two weeks after grading and applies to the first exam only.

Make-up Exams

No make-up exams will be given without prior permission or documentation of illness. Students that will be missing an exam due to a pre-arranged university-approved excused absence (sports, etc.) should let me know **a minimum of two weeks in advance**. These students may be required to take the make-up exam *before* the scheduled in-class exam.

In case of illness on exam day, a letter from the student's primary care provider is required. This letter must state that the student was unable to complete the exam on the scheduled date (i.e., a letter stating only that the student was seen in a clinic is not sufficient). A personal matter requires a note from the Dean of Students (P202 Peabody Hall). These notes must be received within five business days after the exam. Make up exams may be short-answer or essay format.

Comprehension Checks

Each module will contain one comprehension check per chapter. These checks are based on the readings in the book. You will then answer questions by taking a quiz in Canvas. You will be graded based on number of questions answered correctly out of total number of questions on the quiz. You will have TWO chances to complete the quiz. Your final quiz grade will be the HIGHEST score from the two quiz submissions.

Group Study Questions

For each Module, group study questions (1 to 2) will be assigned on Canvas. The questions are essay style and are designed as an incentive to keep yourself up-to-date, and to help you lock-in important concepts before they appear on exams. These questions will require you to participate in a group discussion and submit a summary answer as a group. You will be graded on the quality of your participation, not only on the accuracy of the response. An answer will be provided after the due date to aid you in your studying for the exams.

Projects

There are two scaffolded project assignments, *Create Your Own Ethogram* and *Community Science Project*. Both require Peer Review at different steps during the process. More details are available on Canvas.

The purpose of the *Community Science Project* is to expose you to Animal Behavior research in an area of your interest. You will gain experience in research methodology while making a valuable contribution to an ongoing project.

In the *Create Your Own Ethogram* project, you will execute a brief behavioral study based on an ethogram that you will design and modify (based on peer feedback). The goal is to give you hands on experience on one of the most critical and basic methods of collecting data on animal behavior.

Individual Assignments

Throughout the semester, there are specialized videos and activities that you will need to complete individually. The videos are interactive and will require you to answer questions as you proceed. The activities will require you to answer questions in Canvas after you work through a digital resource. These assignments, unless otherwise stated, will be graded based on the specific grading rubric for each assignment. Rubrics for each activity are available in their module section. It is advisable to look at the rubrics prior to submitting your assignment to make sure you have included all the required information for the assignment.

Research Paper

The intent of the Research Paper is to allow you to gain more knowledge in an area of Animal Behavior that is of personal interest. You will learn how to design a small-scale hypothetical research project using real world funding parameters. This paper will be a 1500-word research proposal paper on a topic related to animal behavior. More information is available on the course Canvas website.

Study Rooms

To facilitate actual discussion beyond the required assigned group discussions, a "Study Room" will be set up in e-Learning in Canvas at the end of each module. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructor, or your fellow students will be able to provide answers. Do not be shy about asking questions; if you are confused about the material there will almost certainly be other students with the same questions.

Occasionally I will post a topic prompt (something related to the Module or Animal Behavior in general) in the Study Rooms. You can respond to that prompt as well as asking questions. You will get Extra Credit if you post twice in the board by the end of the week (Sunday evening). Posts should be substantial, either a response to my post prompt or a question or answer for your peers. Thank you posts, while lovely, are not substantial.

I DO NOT GIVE OUT EXTRA CREDIT! If you would like to earn more points towards your score, the best way to do this is to participate more. The more Study Rooms that you participate in, the more credit (up to 5% of your total grade) you can earn. Participation should be of quality: repeated questions already answered, or questions asked within three hours of the closing of the Study Room (thus not allowing sufficient time to be answered) do not count. Posts that do not follow the Netiquette policies do not count as participation.

COURSE GRADING

Assignment totals are subject to change at the discretion of the instructor. All grades will be posted on e-Learning, and it is the responsibility of the student to check their grades to make sure they are accurate. If there is a discrepancy, you must let me know within ONE week of the grade being posted on e-Learning.

Please note that the total score calculated in Canvas is out of 105%. However, your grade is calculated based on a score out of 100%. For example, if you do not participate in any Study Rooms through the semester but earn 100% on everything else you will earn an A.

Assignments	Percentages
Exams (2)	40% (20% each)
Comprehension Checks	12.5%
Individual Assignments	10%%
Group Study Questions	12.5%
Projects	12.5%
Research Paper	12.5%
Study Rooms	5% (Extra Credit)

Because all assignments are in Canvas from the start of the semester, they all affect your score, and it will be more strongly affected towards the beginning of the course.

The minimum grade cutoffs are listed to the right. These cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. Final scores will NOT be rounded (i.e., 89.99% is not 90%).

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: Grades and Grading Policies.

Please do not request individual special treatment regarding grading at the end of the semester; **we do not adjust grades for individuals for any reason**. Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let your instructor know *before* the exams rather than after.

Point Range (%)	Letter Grade
≥ 93.00	A
≥ 90.00	A−
≥ 87.00	B+
≥ 83.00	B
≥ 80.00	B−
≥ 77.00	C+
≥ 73.00	C
≥ 70.00	C−
≥ 67.00	D+
≥ 63.00	D
≥ 60.00	D-
<60.00	E

PARTICIPATION

Group assignments require you to discuss answers in groups. You must adhere to the netiquette policies outlined below. There are rubrics for discussions, but keep in mind that posts should make educated initial posts about the topic and properly cite sources and provide constructive criticism and feedback for groupmates' posts.

Netiquette

When posting on the Discussion Board in your online class, you should:

- Make posts that are on-topic and within the scope of the course material.

- Take your posts seriously and review and edit your posts before sending them.

- Be as brief as possible while still making a thorough comment.

- Always give proper credit when referencing or quoting another source.

- Be sure to read all messages in a thread before replying.

- Do not repeat someone else's post without adding something of your own to it.

- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.

- Always be respectful of others' opinions even when they differ from your own.

- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.

- Do not make personal or insulting remarks.

- Be open-minded.

COURSE TECHNOLOGY REQUIREMENTS

It is the responsibility of the student to maintain a functioning computing system and internet connection that can meet the minimum technical requirements of the course.

Computing/internet connectivity issues will NOT be acceptable excuses for missed deadlines unless they are brought to the attention of the instructor at least 48 hours prior to the deadline and accompanied by the ticket number from technical support.

LATE WORK

Late work will not be accepted, unless there is written documentation from the Dean of Students Office (https://care.dso.ufl.edu/instructor-notifications/), or due to a documented technical issue. If

there is an issue with you completing your assignments on time, contact your instructor immediately. Do not wait until the last minute!

MAKE-UPS

There are no make-ups available for assignments. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within CANVAS, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: Technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

DROP/ADD/WITHDRAWAL

A student can drop/add during the drop/add period with no penalty. After drop/add, a student who drops will receive a W until the date listed in the academic calendar. After that date, the student may be assigned an "E" (fail). Note: it is the responsibility of the STUDENT to withdraw from a course, not the instructor. Failure to participate/complete the class does NOT constitute a drop.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

IV. UF POLICIES

UF Online students are bound by the same UF policies as on-campus students. Please read this section in full.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code](#) specifies the number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting an accommodation. Note that the student should provide documentation of a requirement for accommodation **by the second week of classes**. No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student. Accommodations are not retroactive.

CLASS DEMEANOR OR NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the [Netiquette Guide for Online Courses](#) for expected student behavior.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include:

- Webcam

- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

SOFTWARE USE

All faculty, staff, and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

VIRTUAL CLASS SESSIONS

Our virtual class sessions, if any, may be audio-visually recorded for students in the class to refer to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

V. TECHNOLOGIES

This course uses the following technologies.

HONORLOCK

HonorLock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

HonorLock requires that you use the [Google Chrome browser](); furthermore, the Honorlock extension must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#).

ZOOM

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to one hundred participants.

You can find resources and help using Zoom at https://ufl.zoom.us.

VI. GETTING HELP

Resources are available at [Distance Learning's Getting Help](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints about your experience in this course, please visit [Distance Learning's Student Complaint Process](#) to submit a complaint.

College can be an incredibly stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. See "*A Self Help Guide for Students*" or contact one of the following services:

- UF Counseling and Wellness Center, Radio Rd Facility, 392-1575
- Dean of Students Office, 202 Peabody Hall, 392-1261
- Career Resource Center, Reitz Union, 392-1601
- CLAS Academic Advising Center, Farrior Hall, 100 Fletcher Drive, 392-1521
- UF Field and Fork Pantry, 564 Newell Dr., 294-3601

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students (202 Peabody Hall, 392-1261) for support. Furthermore, please notify your instructor(s) if you are comfortable in doing so. This will enable me to provide any resources that we may possess.

TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at http://helpdesk.ufl.edu or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact mailto:umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources: cms.uflib.ufl.edu/ask
- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/

VII. PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

Technology	Privacy Policy	Accessibility Policy/Statement
Instructure (Canvas)	[Privacy Policy](#)	[Accessibility](#)
Sonic Foundry (Mediasite Streaming Video Player)	[Privacy Policy](#)	[Accessibility](#)
Zoom	[Privacy Policy](#)	[Accessibility](#)
YouTube (Google)	[Privacy Policy](#)	[Accessibility](#)
Microsoft	[Privacy Policy](#)	[Accessibility](#)
Adobe	[Privacy Policy](#)	[Accessibility](#)
Honorlock	[Privacy Policy](#)	[Accessibility](#)
PlayPosit	[Privacy Policy](#)	[Accessibility](#)
RedShelf	[Privacy Policy](#)	[Accessibility](#)
SciStarter	[Privacy](#)	

VIII. COURSE SCHEDULE

Module	Start	End	Subject
0	Aug 24	Aug 31	Orientation
1	Aug 28	Sept 4	Levels of Analysis
2	Sept 4	Sept 11	Observational Studies of Behavior
3	Sept 11	Sept 18	Development of Behavior
4	Sept 18	Sept 25	Control and Organization of Behavior
5	Sept 25	Oct 2	Social Living
6	Oct 2	Oct 9	Predators
7	Oct 9	Oct 16	Food
8	Oct 16	Oct 23	Reproduction and Mating Systems I

Module	Start	End	Subject
Oct 21			**EXAM I, Modules 1-7**
9	Oct 23	Oct 30	Reproduction and Mating Systems II
10	Oct 30	Nov 6	Home and Movement
11	Nov 6	Nov 13	Communication
12	Nov 13	Nov 20	Parental Care
13	Nov 27	Dec 4	Humans
Dec 7			**EXAM II, Modules 8-13**

VIV. DISCLAIMER

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.