

<b>CLASS</b>	Psychology 459 (001) / EEB 459 (001) : Comparative Animal Behavior Laboratory		
	<b>Mon / Fri</b>	<b>8-10 am</b>	<b>Hesler 602</b>
<b>INSTRUCTOR</b>	<b>Todd Freeberg</b>	phone 974-3975	tfreeber@utk.edu
<b>OFFICE HOURS</b>	Mon 2-3 pm / Wed 10-11 am	Austin Peay 301B	or by appointment
<b>T. A.</b>	<b>Sheri Browning</b>	sbrowni1@utk.edu	
<b>OFFICE HOURS</b>	Wed. 11 – 12 and 2 – 3 pm	WLS F309	or by appointment
<b>TEXT</b>	<b>Martin &amp; Bateson.</b> 2007. Measuring Behaviour: An Introductory Guide, 3 <sup>rd</sup> Ed. Cambridge. <b>Dawkins.</b> 2007. Observing Animal Behaviour. Oxford.		

### **COURSE DESCRIPTION**

Comparative Animal Behavior Laboratory is designed to introduce students to theories, research methods, data analyses, written and spoken presentation, and ethical issues related to the study of animal behavior. There will be studies with animals in both field and classroom settings. A key requirement of the course will be student research projects, so individual initiative and motivation will be necessary to success in this course.

### **ANNOUNCEMENTS AND READING ASSIGNMENTS**

The schedule and reading assignments contained in this syllabus are subject to change (though I will keep as close to the schedule as possible). You are responsible for all announcements concerning changes in the course outline, readings, assignments, exams, and other matters made during class periods whether or not you are in attendance when those announcements are made.

Reading assignments for each class are listed in the course outline below.

Much of the material of use to you as assigned or supplemental readings or exercises will be available on the Online @ UT website for the course (<http://online.utk.edu/>).

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**COURSE OBJECTIVES** By the end of the semester, students will be able to:

- use scientific reasoning to interpret behavior [Scientific Inquiry and Critical Thinking]
- engage in innovative and integrative thinking and problem-solving [Scientific Inquiry and Critical Thinking]
- interpret, design, and conduct basic research [Scientific Inquiry and Critical Thinking]
- demonstrate effective writing for different purposes [Communication]
- interact effectively with others [Communication]
- enhance teamwork capacity [Professional Development]

**ASSESSMENT OF LEARNING** We will assess how well course objectives are reached with:

- reading assessments (short quizzes over assigned readings)
  - midterm (test over assigned reading and material covered in class)
  - research team paper and presentation (written and oral communication of research projects)
  - participation (student-based essays of student involvement in projects, in-class assessments)
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### **DISABILITY SERVICES**

Students who have a disability that requires accommodation(s) should make an appointment with the Office of Disability Services (974-6087) to discuss their specific needs as well as schedule an appointment with me during my office hours.

## GRADING

**READING ASSESSMENTS** We will begin the semester with reading assessments in 5 classes, as well as one on Nov 10. Reading assessments will be short (roughly 15-min) quizzes containing multiple-choice and short answer questions about the assigned readings, and will each be worth roughly 20 points. **Your final reading assessment grade in the class will be worth 100 points.** This is calculated as the percentage of points you obtained on all the assessments taken. For example, if we have 80 possible points for reading assessments by the end of the term, and you obtain 73 of those points, you will earn a 91.3 for this component of the grade  $[(73/80)*100]$ .

**MIDTERM** On September 26 we will have our midterm exam, which will comprise short answer and essay questions based on readings and in-class material. **The midterm is worth 100 points.**

**RESEARCH TEAM PAPER AND PRESENTATION** *RESEARCH TEAM MANUSCRIPT (80 points).* Beginning in mid-November, various drafts of your team's study project manuscript will be due. The final draft of the paper is due by 0800 on Monday Dec 1. *RESEARCH TEAM PRESENTATION (20 points).* On the day of our scheduled final exam period, each research team will give a formal Powerpoint presentation of their project. Information about the expectations for presentations will be provided toward the end of the semester.

**ATTENDANCE & PARTICIPATION** I do not normally take attendance in the classes I teach, but will do so in 459. We will be covering a lot of material and a lot of ground in this class, and for everyone to be up to speed each day to maximize our time together, regular attendance in necessary. *RESEARCH TEAM ASSESSMENTS* By Monday 08 Dec., I want the undergraduates from each research team to send me a one-page document that assesses the contributions, strengths, and weaknesses of their graduate student coordinator(s), and I want the graduate student coordinator(s) from each research team to send me a one-page document that assesses the contributions, strengths, and weaknesses of each undergraduate researcher on the team. These documents will serve as part of the attendance and participation grade in the course. **The total attendance and participation grade is worth 100 points.**

### POINT BREAKDOWN

<b>400 point scale:</b>	Reading Assessments	= 100
	Midterm	= 100
	Research Team Paper & Presentation	= 100
	Attendance & Participation	= 100

>93% <b>A</b>	90-92% <b>A-</b>	87-89% <b>B+</b>	83-86% <b>B</b>	80-82% <b>B-</b>	77-79% <b>C+</b>	73-76% <b>C</b>
	70-72% <b>C-</b>	67-68% <b>D+</b>	63-66% <b>D</b>	60-62% <b>D-</b>	<60% <b>F</b>	

**ADDITIONAL GRADUATE STUDENT PROJECT** The graduate students in the class will have an additional assignment that will be part of their Attendance and Participation grade in the course. This will likely be a library review of behavior journals and should be informative to us all and not overly time-consuming. I will describe this more in class.

**ACADEMIC CONDUCT** If you have not already done so, you should consult the "Academic Policies" section of your UT 2014-2015 Undergraduate (or Graduate) Catalog and the "Academic Affairs" and "Academic Conduct" sections of the HillTopics 2014-2015 Student Handbook. Briefly, by all means work with others in the class to learn the material – a great way to know if you have learned the material is whether you can successfully teach it to someone else. However, when it comes time to work on material that will be graded individually (reading assessments, midterm), do your own work. Understand the consequences if you are caught cheating or being involved in misconduct – at minimum, a 0 on the graded work; and likely an "F" in the class.

**COURSE OUTLINE****M&B = Martin & Bateson ; MSD = Dawkins**

<b>Date</b>	<b>Topic</b>	<b>Readings due by classtime</b>
F 08-22	Brief introductory meeting - Sheri Browning (TA)	
M 08-25	<i>Freeberg at Science Conference - NO CLASS</i>	
F 08-29	Background & basics	M&B Chs 1-2; MSD Chs 1-2
M 09-01	<i>Labor Day - NO CLASS</i>	
F 09-05	Scientific methods	M&B Chs 3-4; MSD Ch 4; ABS/ASAB Guidelines
M 09-08	Sampling	M&B Chs 5-6; MSD Ch 5
F 09-12	<i>Research Team Meeting</i>	➔ 1 page prospectus of study
M 09-15	Design & reliability	M&B Chs 7-8; MSD Ch 6
F 09-19	<i>Research Team Meeting</i>	➔ Revised 1 page study prospectus
M 09-22	Analyzing data	M&B Chs 10-11; MSD Chs 8-9
<b>F 09-26</b>	<b>MIDTERM</b>	
M 09-29	Formal in-class review of research protocols	
F 10-03	Formal in-class review of revised research protocols	

**Monday 06 Oct through Friday 07 November**

Research Teams collecting data for their studies  
 Each student should devote ~ 12 hours per week to this!  
 Toward the end of this period, team should launch into analysis

M 11-10	Statistics & writing	M&B Ch 9; Gopen & Swann 1990
F 11-14	In-class discussion of data analysis for research teams	
M 11-17	Research Team manuscripts	Review of rough drafts
F 11-21	Research Team analysis and writing	
M 11-24	Research Team manuscripts	Review of rough drafts
F 11-28	<i>Thanksgiving break - NO CLASS</i>	
M 12-01	Research Team manuscripts due ; Grad student project presentation ; Semester wrap-up	

FINALS WEEK MEETING TIME

W 12-10	0800-1000	Research Team Presentations
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**UNEXPECTED CLASS CANCELLATION**

If on the day of a Test the University cancels classes for whatever reason, the test will be held during the next class meeting.

*Dear Student,*

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Provost Susan Martin*



#### **UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:  
<http://civility.utk.edu/>.

#### **ACADEMIC INTEGRITY**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### **DISABILITIES THAT CONSTRAIN LEARNING**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

#### **YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### **KEY RESOURCES FOR STUDENTS:**

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=7/> (Listing of academic programs, courses, and policies)
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)