FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
CATALOG POSTED _____
WEB POSTED _____
SIS POSTED _____

DEPARTMENT NAME: Biological Sciences

COLLEGE OF: Science

RECOMMENDED COURSE IDENTIFICATION:

PREFIX (3 alpha characters) BSC **LEVEL** (1 number) 6 **COURSE NUMBER** (3 numbers) 544 **LAB CODE** (L or C?) C

COMPLETE COURSE TITLE: (30 or fewer characters inc. spaces)

Seminar in Avian Ecology

EFFECTIVE DATE (first term course will be offered): Fall 2009 **CIP**

CREDITS: 1	**LAB/DISCUSSION:** 1	Written material comes only from the recent primary scientific literature. Primary Journals include Ecology, Auk, Condor, Wilson Bull., J. Wildl. Mgt.
LECTURE: 0	**FIELD WORK:** 0	

GRADING: (X in front of option) X **REGULAR**

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

Primarily student-led discussions of recent papers on selected topics in avian ecology. Students that have completed the course will possess an awareness of major areas of study in avian ecology and a deep understanding of at least one those major areas.

PREREQUISITES: None **COREQUISITES:** None

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

Ph.D. in a relevant field (Biology, Ecology, Wildlife Science)

Any other departments and/or colleges that might be affected by the new course must be consulted.
List entities that have been consulted and attach written comments from each.
None

Faculty Contact, Email, Complete Phone Number:
Dale Gawlik, dgawlik@fau.edu, 561-297-3333

SIGNATURES

Approved by:	*Date:*
Department Chair:	*10.07.08*
College Curriculum Chair: _____	_____
College Dean: _____	_____
UGPC Chair: _____	_____
Dean of Graduate Studies: _____	_____

SUPPORTING MATERIALS

Syllabus—must include course objectives. See UGPC Guidelines.

Written Comments—required from all departments affected.

Go to: http://graduate.fau.edu/gpc/ to download this form.

Email this form and syllabus to csinady@fau.edu one week ***before*** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Syllabus

Seminar in Avian Ecology (BSC-6XXX)
1 credit, no pre-requisites

Department of Biological Sciences
Charles E. Schmidt College of Science
Florida Atlantic University

Instructor

Dr. Dale Gawlik, Sanson Science 271, dgawlik@fau.edu, 297-3333

Online resource

Blackboard for BSC 6936 Seminar in Avian Ecology. Students should check the site weekly to keep current with any changes in the course and to download assigned papers.

Required text

None. There will be weekly assigned reading of recent papers from the primary literature. All papers will be posted as pdfs in Blackboard.

Suggested reading

Barg, J. J. , D. M. Aiami, J. Jones, and R. M. Robertson. 2006. Within-territory habitat use and microhabitat selection by male Cerulean Warblers (*Dendroica cerulea)*. Auk 123: 795-806.

Harding, A. M. A., J. F. Piatt, J. A. Schmutz, M. T. Shultz, T. I. Van Pelt, A. B. Kettle, and S. G. Speckman. 2007. Prey density and the behavioral flexibility of a marine predator: the Common Murre (*Uria aalge*). Ecology 88: 2024-2033.

Lima, S. L. and L. M. Dill. 1990. Behavioral decisions made under the risk of predation: a review and prospectus. Canadian Journal of Zoology 68: 619-640.

Morand-Ferron, J., L. Giraldeau, and L. Lefebvre. 2007. Wild Carib grackles play a producer–scrounger game. Behavioral Ecology 18:916-921.

Sundar, K. S. G. 2006. Flock size, density, and habitat selection of four large waterbird species in an agricultural landscape in Uttar Pradesh, India: implications for management. Waterbirds 29: 365-374.

Sutherland, W. 1983. Aggregation and the "ideal free" distribution. Journal of Animal Ecology. 52: 821-828.

Trocki, C. L. and P. W. C. Paton. 2006. Assessing habitat selection by foraging egrets in salt marshes at multiple scales. Wetlands 26: 307-312.

White, J. D., T. Gardali, F. R. Thompson III, and J. Faaborg. 2006. Resource selection by juvenile Swainson's Thrushes during the postfledging period. Condor 107: 388-401.

Course objectives

Students that have completed the course will possess:

1. An awareness of major areas of study in avian ecology.

2. An improved ability to critically evaluate a scientific paper.
3. A thorough knowledge of a selected topic in avian ecology

Course components and procedures
Leading journal article discussions: The purpose of the journal article discussions is to get students reading the most current avian ecology literature, honing their reading and critical evaluation skills, and developing a deep understanding of one aspect of avian ecology, rather than to briefly cover a broad range of topics. The specific focal topic within avian ecology varies from year to year and includes emerging or revisited topics such as avian optimal foraging, avian resource selection and avian social foraging. Each student will be responsible for leading about 3 class discussions of papers as well as regularly participating in discussions led by others. To lead a discussion, students will search the literature for a recent (within last 3 years) paper on that subject from a high quality scientific journal. Older foundation papers may be assigned to several students to facilitate interpretation of more recent works. Students will post a pdf of the article on Blackboard at least one week prior to the discussion. Discussions should evaluate the scientific approach, major results, significance, and overall strengths and weaknesses.

Class participation: The success and worthiness of this type of seminar course largely depends on the students enrolled in it. Each student brings to class valuable experiences and a unique perspective on research in avian ecology. Thoughtfulness and engagement in the topics are both appreciated and accounted for in the final grade.

Time requirements
Students should expect to spend an average of about two hours per week on this course outside of class. Students should allocate time for finding a suitable paper, reading assigned papers, and preparing to lead the discussion of their paper.

Grading criteria
Grades will be based on a student's performance on two course components, with each component accounting for a percentage of the grade as follows:

Course component	Max points	% of Grade
Leadership of class discussion	70	70
Class participation	30	30
Total	100	100

Final percentages will be converted to letter grades as below. Grades may be viewed through Blackboard.

Grade	Final Percentage
A	90-100
A-	89
B+	88
B	80-87

B-	79
C+	78
C	70-77
C-	69
D+	68
D	60-67
D-	59
F	<59

Communication devices
In keeping with University policy and professional courtesy, cell phones, beepers, and pagers should be disabled in class.

Students with disabilities
Students who require special accommodations to properly complete the course should register with the Office for Students with Disabilities so their accommodation needs can be met.

Course schedule
The syllabus contains only a general course schedule. Students should monitor the calendar in Blackboard for specifics on the topic and person leading discussions on a given date.

Week	**Course activity**
First	Introduction, syllabus review, topic assignments
Second	Instructor-led background discussion on topic
Mid-course	Student-led journal article discussions
Last	Instructor-led synthesis