

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

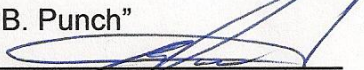
COURSE TITLE: WILDLIFE IDENTIFICATION (ANIMAL GROUP 1)

CODE NO. : NRT136 SEMESTER: 1

**PROGRAM: ADVENTURE RECREATION AND PARKS,
PARK OPERATION SKILLS**

AUTHOR: DON HALL

DATE: September 2010 PREVIOUS OUTLINE DATED: May 2009

APPROVED: "B. Punch"

Chair DATE Aug 2010

TOTAL CREDITS: 2

PREREQUISITE(S): NONE

HOURS/WEEK: 2

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*For additional information, please contact Brian Punch, Chair,
School of Technology, Skilled Trades and Natural Resources*

(705) 759-2554, Ext.2681

I. COURSE DESCRIPTION:

This course provides the student with an introduction to the field identification, natural history and ecology of featured animal species. Topics will include aquatic invertebrates, terrestrial invertebrates, freshwater fishes and birds of Ontario. Interpretive values will be stressed through learning significant points of the natural history of each species.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify aquatic invertebrate groups that have special ecological and/or interpretive value.

Potential Elements of the Performance:

- Using specimens provided, identify to order over 30 selected aquatic invertebrates, including troublesome exotics.
- Identify major external features of aquatic insects.
- Recognize the major types of metamorphosis in insects and identify the stage from selected specimens.
- Use natural history-related information pertaining to aquatic insects for interpretive purposes.

This learning outcome will constitute approximately 20% of the course.

2. Identify terrestrial insects to order and identify selected insects with special ecological importance and interpretive value to species.

Potential Elements of the Performance:

- Identify over 30 terrestrial insects to order.
- Identify to specified group or species, selected butterflies and other insects with high interpretive value.
- Explain the ecological importance of each of these special groups and describe their unique biological features.
- Use natural history-related information pertaining to terrestrial insects for interpretive purposes.

This learning outcome will constitute approximately 20% of the course.

3. Identify selected sport and commercial freshwater fish, with special ecological and/or interpretive value.

Potential Elements of the Performance:

- Using images and preserved specimens, identify major sport and commercial species of freshwater fish, including selected exotics.
- Explain economic and ecological importance of selected species.
- Use natural history-related information pertaining to freshwater fish for interpretive purposes.

This learning outcome will constitute approximately 20% of the course.

4. Identify common Ontario bird species.

Potential Elements of the Performance:

- Identify approximately 75 common Ontario birds species, using visual field marks.
- Identify vocalizations of approximately 25 common Ontario bird species.
- Explain the ecological/interpretive importance of selected species of birds.
- Identify exotic and controversial bird species and explain their influence on the native fauna.
- Use natural history-related information pertaining to Ontario birds for interpretive purposes.

This learning outcome will constitute approximately 40% of the course

III. TOPICS:

1. Aquatic Invertebrates
2. Terrestrial Invertebrates
3. Freshwater Fish
4. Birds of Ontario

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Either Sibley, D. A. 2003. *The Sibley Field Guide to Birds of Eastern North America*. Knopf Doubleday Publishing Group.
or
Peterson, R. T. and V.M. Peterson 2002. *A Field Guide to the Birds of Eastern and Central North America*. Houghton Mifflin Company.
2. VanSlack, J. and D. Hall 2009. *Wildlife Identification (Animal Group 1) NRT 136 - Study Guide*. Sault College of Applied Arts & Technology. Sault Ste. Marie, Ontario.
3. Hardhat , safety boots, reflective vest.

ADDITIONAL RESOURCES:

Scott, W.B. and E.J. Crossman. 1973. *Freshwater Fishes of Canada*. Bulletin 184. Fisheries Research Board of Canada. Canadian Government Publishing Centre. Ottawa, Ontario. 966 pp.

Elliott, L. and T. Mack. 1990. *Wild Sounds of the Northwoods (Audio CD)*. NatureSound Studio. Ithaca, New York.

Stokes, D. and L. Stokes. 1997. *Stokes Field Guide to Bird Songs (Audio CDs)* Time Warner Audio Books. New York, New York.

Walton, R.K. and R.W. Lawson. 1990. *Birding by Ear*. Houghton Mifflin. New York, New York.

Sibley, D.A. 2003. *Field Guide to Birds of Eastern North America*. Chanticleer Press, New York.

Sibley, D.A. 2000. *The Sibley Guide to Birds*. Chanticleer Press, New York.

V. EVALUATION PROCESS/GRADING SYSTEM:

Aquatic invertebrates – tests and assignments	20%
Terrestrial invertebrates – tests and assignments	20%
Freshwater fish – tests and assignments	20%
Birds of Ontario – tests and assignments	40%
Total	100%

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Students should plan on identification tests virtually every week.

Students may be assigned an "F" grade early in the course for unsatisfactory performance.

Hard hats must be worn on all field trips.

All assignments must be prepared on a word processor. Handwritten assignments will not be accepted.

Bus or van transportation is provided for all field trips away from the main campus. Use of personal vehicles on field trips will only be allowed with the written permission of the instructor. Excepting those with written permission, students who do not travel on the bus or van will not be allowed to participate in field activities, or write field tests.

If a class is missed for a good reason, it is important that the student promptly discuss the absence with his/her instructor. If the absence is not explained within a reasonable period of time (typically one week), the student will receive a grade of zero for any tests missed, and may lose attendance marks as well.

At the instructor's discretion, a rewrite test may be allowed for students combining participation and good attendance with a final mark in the 45 - 50% range. Rewrites will normally consist of a single test (both identification and written material) covering the entire semester's work. The highest grade achievable on a rewrite test is "C".