

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE TITLE: WILDLIFE IDENTIFICATION (ANIMAL GROUP 1)
CODE NO. : NRT136 **SEMESTER:** 1
PROGRAM: ADVENTURE RECREATION AND PARKS
AUTHOR: Bob Knudsen
DATE: August 2012 **PREVIOUS OUTLINE DATED:** July 2012
APPROVED: "Brian Punch" August 2012
TOTAL CREDITS: 2
PREREQUISITE(S): NONE
HOURS/WEEK: 2

Copyright ©2012 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

**For additional information, please contact Brian Punch,
Chair of Environment/Design/Business
School of Environment & Technology
(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, reptiles, amphibians 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 10 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 amphibians and reptiles, with special ecological and interpretive value.

Potential Elements of the Performance:

- Define the characteristics of each of the 5 wetland classes and discuss their ecological importance
- Relate the factors contributing to wetland loss and amphibian decline on Ontario
- List Ontario legislation which provides protection to wetlands
- Summarize prominent environmental monitoring programs involving herptiles in Ontario
- Identify using images and recordings common to Ontario amphibians
- Discuss the ecological/interpretative importance of amphibians
- Identify using images of common turtles and snakes of Ontario
- Discuss ecological/interpretative importance of reptiles

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

4. Identify common Ontario bird species.

Potential Elements of the Performance

- External and internal avian anatomy
- Identify 35 groups of Ontario birds
- Identify approximately 40 common Ontario bird species, using visual field marks and field guides.
- 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. Herptiles
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. Ross D. MacCulloch ROM/McClelland & Stewart 2002. *The ROM Field Guide to Amphibians and Reptiles of Ontario*
4. Hardhat, safety boots, reflective vest.

ADDITIONAL RESOURCES:

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.

V. EVALUATION PROCESS/GRADING SYSTEM:

Aquatic invertebrates – tests and assignments	20%
Terrestrial invertebrates – tests and assignments	20%
Herptiles – 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: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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline