

I. COURSE DESCRIPTION:

This course concentrates on fundamental aspects of anatomy, physiology, and ecology of Ontario bird and fish species. Lab sessions will develop skills in identification and classification as well provide knowledge and experience with commonly used field inventory techniques.

I LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify selected freshwater fish species of Ontario and discuss their biology and ecological values.Potential Elements of the Performance:

- correctly identify both external and internal anatomical structures of a fish, and discuss their function
- correctly demonstrate the use of meristics and morphometrics in fish classification
- demonstrate effective use of a bifurcated (dichotomous) fish key to identify many of Ontario's fish species
- document techniques used to age fish
- discuss ecology of fishes and their role as indicator species

This learning outcome will constitute approximately 30% of the course.

2. Identify common Ontario bird species based on visual field marks and vocalizations.Potential Elements of the Performance:

- Use visual field marks to identify common Ontario bird species from digital images, video, or field guides
- Identify Ontario bird species by their vocalizations
- Identify bird species through connections with their associated preferred habitat

This learning outcome will constitute approximately 25% of the course.

3. Discuss avian biology, ecology and migration behaviour.Potential Elements of the Performance:

- Perform avian dissection and food analysis study focusing on anatomy and physiology
- Discuss theories related to bird behavior including vocalizations, territoriality and nest building
- Discuss migration, navigation techniques and use of migratory flyways
- Research ecological requirements for selected avian species

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

4. Conduct field surveys to assess habitat and relative abundance of wildlife populations.Potential Elements of the Performance:

- research habitat requirements for bird species and assess suitability of selected areas
- discuss common survey techniques used in the management of various fish and bird species
- follow survey protocols for selected species and calculate the relative abundance using formulae

This learning outcome will constitute approximately 10% of the course.

5. Record, analyze and present field data.

- establish avian feeding stations, recording findings including species presence and food utilization
- completely and accurately fill out field forms for field studies
- analyze collected data using minor statistics
- present findings from field surveys in a report format

This learning outcome will constitute approximately 15% of the course.

III. TOPICS:

1. Fish and Bird Classification and Identification.
2. Biology/Physiology, Morphometry
3. Ecology of Fish and Birds
4. Field Surveying

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Peterson, R.T. 2002. *Field Guide to Birds of Eastern North America*. Houghton Mifflin Company. New York, New York. – available in the bookstore
2. Hubbs, C. and K. F. Lagler. 2004. *Fishes of the Great Lakes Region*. University of Michigan Press. Ann Arbor, Michigan.
- available at the bookstore
3. Birding by Ear – on reserve in the library
4. More Birding by Ear – on reserve in the library
5. Stokes Field Guide to Bird Songs – on reserve in the library
6. Optional suggested resource:
Scott, W.B. and E.J. Crossman.1998. *Freshwater Fishes of Canada*. Oakville, Gate House Publications Ltd.
7. Lab coat
8. Dissecting kit – available at bookstore

V. EVALUATION PROCESS/GRADING SYSTEM:

Lab Tests/Assignments	75%
Field Survey	10%
Report	<u>15%</u>
	100%

Lab assignments and report values will be reduced at a rate of 10% per day for late submissions for a period of 10 days after the due date, after which they will not be accepted. After 10 days assignment/report value will be zero.

All labs and assignments must be completed to pass the course. Students that miss labs and/or tests must have a valid, documented excuse in order to participate in a make up test/assignment.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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. *It is the departmental policy that once the classroom door has enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*

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.