



COURSE OUTLINE

NRT0135

Prepared: Bob Knudsen Approved: Sherri Smith

Course Code: Title	NRT0135: OTNITHOLOGY		
Program Number: Name	1120: COMMUNITY INTEGRATN		
Department:	C.I.C.E.		
Semester/Term:	18W		
Course Description:	This course will explore the biological and ecological life requirements of important groups of birds of Canada. Topics will include avian anatomy and physiology, bird habits and behaviour, field identification of raptors, shore birds, game birds, and non-game species such as passerines by sight and/or sound.		
Total Credits:	3		
Hours/Week:	3		
Total Hours:	45		
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#3. Execute mathematical operations accurately.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>		
Course Evaluation:	Passing Grade: 50%, D		
Other Course Evaluation & Assessment Requirements:	Attendance of all classes is imperative. A quiz will begin each class. This quiz will constitute approximately 10% of the final grade.		
Evaluation Process and	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> </table>	Evaluation Type	Evaluation Weight
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Grading System:

Assignments	20%
Practical Tests	50%
Quizzes	10%
Theory Tests	20%

Books and Required Resources:

Field Guide to the Birds of North America by Roger Tory Peterson
Publisher: Houghton Mifflin Edition: 6th Edition

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

1. Describe how bird behaviour is unique in the animal kingdom.

Learning Objectives 1.

- Research required readings and the Internet to collect theories related to bird behaviour
- Summarize different theories that explain activities such as :
 - Migration
 - Vocalization
 - Territoriality
 - Nest building

Course Outcome 2.

2. Inventory the principal game and non-game birds in the Sault area

Learning Objectives 2.

- Use visual field marks to identify about 92 common bird species from digital images, video, or field guides to 75% accuracy.



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- Participate in bird inventories, such as Waterfowl Inventories, Nocturnal Owl Surveys or Hawk Watches
- Use a bird identification field guide effectively
- Key out unidentified bird species
- Identify approximately 35 species of birds by vocalization

Course Outcome 3.

3. Understand habitat requirements and conservation issues all Ontario upland game birds, endangered or threatened non-game birds, and waterfowl.

Learning Objectives 3.

- Research the habitat requirements of the above groups of birds
- Be prepared on theory tests to present a summary of habitat requirements and management considerations for improving habitat for major avian groups

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual



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clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017



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Please refer to the course outline addendum on the Learning Management System for further information.