



## COURSE OUTLINE: NET0100 - F&W STUDIES I

Prepared: Bob Knudsen

Approved: Carolyn Hepburn, Dean, Indigenous Studies and Academic Upgrading

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| <b>Course Code: Title</b>   | NET0100: FISH AND WILDLIFE STUDIES I   |
| <b>Program Number: Name</b>   | 1120: COMMUNITY INTEGRATN  |
| <b>Department:</b>  | C.I.C.E.   |
| <b>Semesters/Terms:</b>   | 19F  |
| <b>Course Description:</b>  | This course concentrates on fundamental aspects of anatomy, physiology, and ecology of Ontario birds, Ontario Turtles, Ontario Snakes and Ontario Amphibian species. Lab sessions will develop skills in identification and classification, as well provide knowledge and experience with commonly used field inventory techniques.  |
| <b>Total Credits:</b>   | 3  |
| <b>Hours/Week:</b>  | 3  |
| <b>Total Hours:</b>   | 45   |
| <b>Prerequisites:</b>   | There are no pre-requisites for this course.   |
| <b>Corequisites:</b>  | There are no co-requisites for this course.  |
| <b>Essential Employability Skills (EES) addressed in this course:</b> | <p>EES 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>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> |
| <b>General Education Themes:</b>                                      | Science and Technology   |
| <b>Course Evaluation:</b>   | Passing Grade: 50%, D  |
| <b>Other Course Evaluation &amp; Assessment Requirements:</b>         | Academic success is directly linked to attendance. Missing more than 1/3 of the course hours in a semester shall result in an `F` grade for the course.  |
| <b>Books and Required Resources:</b>                                  | Amphibians and Reptiles of the Great Lakes Region by James H. Harding<br>Publisher: University of Michigan Press   |



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

**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:

| <b>Course Outcome 1</b>  | <b>Learning Objectives for Course Outcome 1</b>   |
|--|---|
| Identify common Ontario bird species based on visual field marks.                          | 1.1 Using specimens examine external and internal avian anatomy.<br>1.2 Identify 35 groups of Ontario birds.<br>1.3 Identify approximately 40 common Ontario bird species, using visual field marks and field guides.<br>1.4 Explain the ecological/interpretive importance of selected species of birds.<br>1.5 Identify exotic and controversial bird species and explain their influence on the native fauna.<br>1.6 Use natural history-related information pertaining to Ontario birds for interpretive purposes.<br>1.7 Use visual field marks to identify common Ontario bird species from specimens, digital images, video, or field guides.<br>1.8 Identify bird species through connections with their associated preferred habitats. |
| <b>Course Outcome 2</b>  | <b>Learning Objectives for Course Outcome 2</b>   |
| Discuss avian biology, ecology and migration behaviour.                                    | 2.1 Discuss theories related to bird behaviour including territoriality and nest building.<br>2.2 Discuss migration, navigation techniques and use of migratory flyways.<br>2.3 Research ecological requirements for selected avian species.  |
| <b>Course Outcome 3</b>  | <b>Learning Objectives for Course Outcome 3</b>   |
| Conduct field surveys to assess habitat and relative abundance of wildlife populations.    | 3.1 Research habitat requirements for bird species and assess suitability of selected areas.<br>3.2 Discuss common survey techniques used in the management of various herptiles and bird species.<br>3.3 Follow survey protocols for selected species and calculate the relative abundance using formulae  |
| <b>Course Outcome 4</b>  | <b>Learning Objectives for Course Outcome 4</b>   |
| Record, analyze and present field data.  | 4.1 Establish avian feeding stations, recording findings including species presence and food utilization.<br>4.2 Completely and accurately fill out field forms for field studies.<br>4.3 Analyze collected data using minor statistics.<br>4.4 Present findings from field surveys in a report format.   |
| <b>Course Outcome 5</b>  | <b>Learning Objectives for Course Outcome 5</b>   |
| Identify selected amphibians and reptiles, with special ecological and interpretive value. | 5.1 Define the characteristics of each of the 5 wetland classes and discuss their ecological importance.<br>5.2 Relate the factors contributing to wetland loss and amphibian decline on Ontario.<br>5.3 Summarize prominent environmental monitoring programs  |



involving herptiles in Ontario.  
 5.4 Identify using images and vocalizations recordings common to Ontario amphibians.  
 5.5 Discuss the ecological/interpretative importance of amphibians.  
 5.6 Identify using images of common turtles and snakes of Ontario.  
 5.7 Discuss ecological/interpretative importance of reptiles.

**Evaluation Process and Grading System:**

| Evaluation Type       | Evaluation Weight |
|-----------------------|-------------------|
| Field Surveys         | 10%               |
| Lab Tests/Assignments | 75%               |
| Reports               | 15%               |

**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 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:** August 28, 2019

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

