

I. COURSE DESCRIPTION:

This course will explore the biological and ecological life requirements of important Ontario bird species. Topics will include avian anatomy and physiology, bird habits and behaviour, conservation issues, field inventories and field identification of common Ontario species, both visually and by vocalization.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student with the assistance of a Learning Specialist will demonstrate the ability to:

1. ***Prepare a technical report on an approved aspect of avian behaviour, ecology or biology***

Potential Elements of the Performance:

- Research the biological and ecological requirements of bird species found in various ecosites
- Research behavioural adaptations of a variety of birds
- Prepare a technical report in the approved Sault College Natural Resources format.

This outcome constitutes approximately 10% of the final grade of this course

2. ***Describe how bird behaviour is unique in the animal kingdom.***

Potential Elements of the Performance:

- 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

This outcome constitutes approximately 10% of the final grade in this course

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

Potential Elements of the Performance:

- Use visual field marks to identify common bird species from digital images, video, or field guides
- Use a bird identification field guide effectively
- Key out unidentified bird species
- Keep ongoing spreadsheet or web-based records of bird sightings in the Algoma district
- Identify species of waterfowl from wings collected from hunters at a check station.
- Identify species of birds by vocalization

This outcome constitutes approximately 58% of the final grade in this course

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

Potential Elements of the Performance:

- 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

This outcome constitutes approximately 22% of the final grade in this course

III. TOPICS:

Note: These topics will not necessarily be explored as isolated learning units, or in the order presented below:

1. Avian anatomy and physiology
2. Bird behaviour
3. Habitat requirements and mitigation
4. Identification of:
 - Birds by visual field marks
 - Waterfowl wings
 - Avian vocalizations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Peterson Field Guide to Birds of Eastern North America – available in the bookstore
2. Birding by Ear – on reserve in the library
3. More Birding by Ear – on reserve in the library
4. Stokes Field Guide to Bird Songs – on reserve in the library

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment due dates will be clearly indicated at the beginning of the semester. Penalties of 10% per day will apply to all late assignments. After ten days late the assignment will technically have a value of “0” but will still be required to complete the course successfully. A final grade will be derived from a combination of theory tests, practical tests, written assignments and field assignments. All assignments must be word-processed.

Practical Test	50%
Theory Tests	25%
Assignments	25%
Total	100%

The following semester grades will be assigned to students in postsecondary courses:

<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:

On identification tests, correctly identifying 65% of the species presented is equivalent to a mark of 50%; which is the passing level for the course. Mark equivalents increase in a linear fashion, meaning that 95% of the specimens must be identified correctly to achieve a mark of 90%, the A+ level for the course. A simple conversion chart will allow students to readily convert their test results to college standardized mark equivalents.

One or more field activities will be scheduled outside regular class time (early mornings and/or weekends).

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2493 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.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.