

# SCIN402

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

### Description

**Course Description:** Ornithology is the study of the anatomy, physiology, and behavior of birds. In this course, students will integrate ornithological study with the principles of bird conservation and management. Students will learn to identify birds by sight and call, and will learn the names of the major orders and families of birds throughout the world. Prerequisite: SCIN130 or BIOL134

### Course Scope:

SCIN 402 ORNITHOLOGY is designed to provide students studying the biological sciences with a working knowledge and comprehension of current concepts in the specific area Ornithology, or the study of bird life. These include avian adaptation and evolution, taxonomy, anatomy and physiology, reproduction, life history, and conservation.

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### Objectives

After successfully completing this course, you will be able to:

1. List the major orders and families of birds both in the U.S. and worldwide.
2. Describe the current theories on the evolution and diversification of birds.
3. Detail the adaptation and evolution of birds.
4. Research and describe factors impacting bird species and populations.
5. Critically review literature on avian reproduction, behavior, evolution, and conservation.
6. Analyze scientific data on bird populations, relate its significance, and make recommendations on its real world application.

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### Outline

#### Week 1: Student Introductions & Evolution & Diversification of Birds

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##### Learning Objectives

Describe the current theories on the evolution and diversification of birds.

Detail the adaptation and evolution of birds.

## Readings

SCIN 402 Syllabus

### Gill Text:

Ornithology: A Short History

Chapter 1 (*The Diversity of Birds*)

Chapter 2 (*History*)

Chapter 3 (*Systematics*)

Field Lab 1: (*Locating bird watching resources and keeping a field journal*)

## Assignment

Week 1 Forum Assignment

Quiz #1: *covering Chapters 1, 2, and 3.*

Lab 1 Assignment (no field journal entry this week)

Extra Credit: Lab ID Quiz

## **Week 2: Orders & Families of Birds Worldwide and in North America**

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### Learning Objectives

List the major orders and families of birds both in the U.S. and worldwide.

Detail the adaptation and evolution of birds.

### Readings

Pdf Documents covering

Worldwide Bird Orders and Families found in North America

Field Lab 2 (*Field Identification and using a field guide*)

### Assignment

Week 2 Forum Assignment

Quiz #2: *covering names and descriptions of Global Orders and U.S. Families*

Lab 2 Assignment/Field Journal

Submit Research Paper Summary and Outline

Extra Credit: Lab ID Quiz

## **Week 3: Avian Anatomy & Physiology**

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### Learning Objectives

Detail the adaptation and evolution of birds.

Research and describe factors impacting bird species and populations

Readings

Gill Text:

Chapter 4 (*Feathers*)

Chapter 5 (*Flight*)

Chapter 6 (*Physiology*)

Field Lab 3 (*Field Identification & Adaptation*)

Assignment

Wk 3 Forum Assignment

Quiz #3 covering Chapters 4, 5, and 6

Lab 3 Assignment/ Field Journal

### **Week 4: Avian Senses & Communication**

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Learning Objectives

Describe the current theories on the evolution and diversification of birds.

Detail the adaptation and evolution of birds.

Critically review literature on avian reproduction, behavior, evolution, and conservation.

Readings

Gill Text:

Chapter 7 (*Senses, Brains, and Communication*)

Chapter 8 (*Vocalizations*)

Field Lab 4 (*Field Identification & Vocalization*)

Assignment

Wk 4 Forum Assignment

Quiz #4: covering Chapters 7-8

Weeks 1-4 Assessment: *covering Chapters 1 through 8, and documents provided covering Global Orders and North American Families.*

Lab 4 Assignment/ Field Journal

### **Week 5: Annual Movement, Breeding, and Social Behavior**

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Learning Objectives

Detail the adaptation and evolution of birds.

Critically review literature on avian reproduction, behavior, evolution, and conservation.

Readings

Gill Text:

Chapter 9 (*The Annual Cycles of Birds*)

Chapter 10 (*Migration and Navigation*)

Chapter 11 (*Social Behavior*)

Field Lab 5 (*Field Identification and Behavior*)

Assignment

Week 5 Forum Assignment

Quiz #5: covering Chapters 9, 10, and 11.

Lab 5 Assignment/ Field Journal

## **Week 6: Avian Reproduction and Life Histories**

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Learning Objectives

Detail the adaptation and evolution of birds.

Critically review literature on avian reproduction, behavior, evolution, and conservation.

Readings

Gill Text:

Chapter 12 (*Mates*)

Chapter 13 (*Breeding Systems*)

Chapter 14 (*Bird Sex*)

Chapter 15 (*Nests and Incubation*)

Chapter 16 (*Parents and Their Offspring*)

Chapter 17 (*Lifetime Reproductive Success*)

No lab!

Assignment

Week 6 Forum Assignment

Quiz #6: covering Chapters 12, 13, 14, 15, 16, and 17.

No Lab Assignment!

## **Week 7: Population & Community Dynamics & Speciation**

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Learning Objectives

Research and describe factors impacting bird species and populations.

Analyze scientific data on bird populations, relate its significance, and make recommendations on its real world application.

Readings

Gill Text:

Chapter 18 (*Populations*)

Chapter 19 (*Species*)

Chapter 20 (*Communities*)

Field Lab 6 (*Field Identification and Habitat Use*)

Assignment

Week 7 Forum Assignment

Quiz #7: *covering Chapters 18, 19, and 20.*

Lab 6 Assignment/ Field Journal

Research Paper Due

## **Week 8: Conservation**

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Learning Objectives

Research and describe factors impacting bird species and populations.

Critically review literature on avian reproduction, behavior, evolution, and conservation.

Analyze scientific data on bird populations, relate its significance, and make recommendations on its real world application.

Readings

Gill Text:

Chapter 21 (*Conservation*)

Additional Readings to be provided

No lab!

Assignment

Week 8 Forum Assignment

Quiz #8: covering Chapter 21

No Lab this week!

Weeks 5-8 Assessment: *covering Chapters 9 - 21, and additional assigned readings.*

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# Evaluation

## Forums

The student will be responsible for participating in eight Forum discussions in which each student will respond to questions posed by the instructor, offer his/her feedback to the questions posed, and respond to at least two of his/her classmates' posts.

Specific instructions for each of the seven Forum assignments can be found inside the APUS electronic classroom under the "**Forum**" link.

## Quizzes

Each of the eight quizzes will cover the reading material from the Gill textbook and lessons. Each quiz will be multiple-choice in format, **CLOSED-NOTES**, and non-proctored. You will have **60 MINUTES** to take each quiz which will contain 20 questions each. Therefore, they are **TIMED QUIZZES**. Do not click on the quiz until you are ready to take the quiz! You may only access the quiz **ONE TIME**. If you attempt to access the quiz before you are ready to take it and then try to go back and access it again later, you will be locked out of the quiz and will receive a ZERO on the quiz. Once you begin the quiz, the timer will begin running continuously for the 60 minutes; therefore, you have 60 minutes from when the timer begins to complete your exam. The quiz will auto-submit if you go over this limit and record a zero. Be sure not to exceed this limit.

## Assessments

The two cumulative assessments will cover the reading material assigned during the first four weeks of the course and second four weeks of the course, respectively. Each will consist of 5 essay questions covering your understanding of the reading and lesson material from weeks 1-4 and weeks 5-8. **THIS IS NOT A TIMED EXAM.**

The Weeks 1-4 Assessment will be open at the beginning of week 4 and close at the end of that week. You may access the assessment multiple times during week 4. You can only "submit" it once. Therefore, you will not be able to type your answers on the assessment and "save" them to come back to later. Once you do submit the assessment, it will be graded and you will not be able to access it again. Even though this assessment is open-book, it is to be of an **INDIVIDUAL EFFORT**. You have until 11:55 PM EST on Sunday night of week 4 to complete this assessment.

The Weeks 5-8 Assessment will be open at the beginning of week 8 and close at the end of that week. You may access the assessment multiple times during week 8. You can only "submit" it once. Therefore, you will not be able to type your answers on the assessment and "save" them to come back to later. Once you do submit the assessment, it will be graded and you will not be able to access it again. Even though this assessment is open-book, it is to be of an **INDIVIDUAL EFFORT**. You have until 11:55 PM EST on Sunday night of week 8 to complete this assessment. Late submissions for both assessments will result in a ZERO. So, please be sure to use this time wisely and best of luck!

## Field Lab Assignments

The six labs will consist of field activities geared towards learning to identify birds in the field as well as observe behavior and habitat use. You will perform each of the assigned labs utilizing instructions provided to you inside the APUS classroom and answer the questions listed on the corresponding weekly Lab Assignment.

If you are unable to complete the Field Lab Assignments due to extreme circumstances, e.g. Military deployment/safety issues or physical disability, please contact the instructor and alternative, virtual lab assignments will be provided. Uncomfortable weather conditions are not an acceptable reason for requesting a virtual lab. Gaining experience in actual field identification is an important skill to learn (and very rewarding!), so please conduct actual field trips if at all possible.

## Research Paper Proposal Summary and Outline

You will submit a Research Paper Proposal and Summary Outline to help you prepare for writing and submitting the full Research Paper in Week 7. The topic for your paper is open to your interest. However, it must be avian-related in nature.

### Research Paper

Use your Research Paper Proposal Summary and Outline to help you write the full Research Paper.

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

### Grading:

Name	Grade %
Discussion Forums	15.00 %
Week 1 Forum	1.88 %
Week 2 Forum	1.88 %
Week 3 Forum	1.88 %
Week 4 Forum	1.88 %
Week 5 Forum	1.88 %
Week 6 Forum	1.88 %
Week 8 Forum	1.88 %
Week 7 Forum	1.88 %
Field Labs	20.00 %
Field Lab Assignment 1	3.33 %
Field Lab Assignment 2	3.33 %
Field Lab Assignment 3	3.33 %
Field Lab Assignment 4	3.33 %
Field Lab Assignment 5	3.33 %
Field Lab Assignment 6	3.33 %
Quizzes	25.00 %
Quiz 1	3.13 %
Quiz 2	3.13 %
Quiz 3	3.13 %
Quiz 4	3.13 %
Quiz 5	3.13 %
Quiz 6	3.13 %
Quiz 7	3.13 %
Quiz 8	3.13 %
Assessments	20.00 %
Weeks 5-8 Assessment	20.00 %
Research Paper	20.00 %
Research Paper	13.33 %
Research Paper Proposal Summary and Outline	6.67 %
Extra Credit	3.00 %
Lab ID Quiz (Extra Credit)	3.00 %
Unassigned	0.00 %
Weeks 1-4 Assessment	0.00 %

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## Materials

**Book Title:** Orinthology - The VitalSource e-book is provided via the APUS Bookstore

**Author:** Gill

**Publication Info:** Bedford

**ISBN:** 9780716749837

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**Book Title:** You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

### Required Technology

- See the Technology Requirements section of the undergraduate catalog for the minimum hardware and software requirements.
- Microsoft Office 365 is available to APUS students for free. To sign up, visit <http://products.office.com/en-us/student>. If you have questions about accessing the software, please contact Classroom support at [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu).

### Additional Resources

An optional but suggested additional book is a bird field guide that covers birds in your local area. There are many online guides but nothing helps learning identification more than having a field guide in the field. For the U.S., I would suggest one of the following:

- 1) Peterson, R.T. A field guide to the birds (Eastern Birds or Western Birds)
- 2) National Geographic Society. Field Guide to the Birds of North America
- 3) Kaufman, K. Focus Guide to the birds of North America
- 4) Sibley, D. A. The Sibley guide to birds: National Audubon Society. (This one may be purchased covering all of North America or as smaller books covering either the Eastern or Western portions)
- 5) There are now several apps available for the iPhone, iPad, and other handheld devices. You can conduct a Google search of here is one [website](#)

If you are living in another region in the world, please contact me or conduct a Google search for bird guides (and reviews) for your region.

Binoculars are essential birding equipment. Binoculars for birding should be lightweight and bright. A general rule of thumb for brightness is that in order to provide enough light, the size of the objective should be five times the magnification power. For example, 7 power X 35 mm objective, or 8 power X 40 mm objective, etc. If the size of the objective is less than 5 times the magnification, the binoculars will not be good in low light conditions. For a more detailed description of binocular types and uses check this out: Detailed description: [Binoculars](#)

### Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
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Bird Families of the World <http://creagrus.home.montereybay.com/list.html>

The Tree of Life Web Project <http://tolweb.org/Aves>

American Ornithologists' Union Checklist <http://www.aou.org/checklist/north/index.php>

David Attenborough's 'Life of Birds' (You Tube) <http://www.youtube.com/show?p=S3vPSi1o5nM>

Cornell Lab of Ornithology bird guide <http://www.allaboutbirds.org/guide/search>

Xeno-canto, birds songs from around the world <http://www.xeno-canto.org>

## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.

- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)

- [Appeals](#)
- [Disability Accommodations](#)

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