INSTRUCTOR INFORMATION

Instructor: Dr. Jennie Willis
Email: jennie.willis@colostate.edu
Phone: 970-491-2993
Communication Policy: Please communicate through Canvas (preferred) or include BZ/VS478 in the subject line of emails. I will respond within 48 hours.

PREREQUISITES FOR COURSE

BZ 220 or Junior Standing

COURSE DESCRIPTION & OBJECTIVES

Course Description: Comprehensive inquiry into how aspects of physiology, neurobiology, development and genetics influence the behavior of domestic cats. Evolution and domestication are explored as contextual reference for some behavior problems, and differentiated from true abnormal behavior. Emphasis is on interpreting scientific experiments in feline biology.

Upon successful completion, students will be able to:

1. Describe shared evolutionary traits between members of the Family Felidae.

2. Explain and analyze conservation challenges related to field conservation, captive breeding programs and species survival plans.

3. Compare and contrast evidence related to the evolution and domestication of the domestic cat

4. Apply genetic principles in analyzing morphology, behavior and disease in cats.

5. Identify and explain expressions of communication in social relationships of domestic cats and wild relatives

6. Analyze the relevance of physical and social milestones in development to adult behavior

7. Compare and contrast evidence in nutrition and hormonal imbalance to behavior.
8. Describe the role of sensory perception in relationship to behavior in the domestic cat

9. Apply learning theory to training voluntary behaviors in cats

10. Explain the importance of environmental enrichment to treating behavior problems in cats.

11. Create a comprehensive treatment plan for a behavior problem.

12. Describe and interpret the relative sheltering challenges of unowned, community and feral cats

13. Explain the cognitive and problem solving capabilities of domestic cats

14. Synthesize and interpret research and generate conclusions.

15. Write a scientific research paper to interpret results and implications

Class structure:

This course is set up in modules to organize the information. New modules will open on Monday mornings at 9:00 AM Mountain Time (excluding holidays). There is an intermediate deadline for discussion posts on Thursday at 11:59PM. All materials from the previous week must be submitted by Sunday evening at 11:59 PM MST. Be careful if you are not in Colorado to make the appropriate adjustments to your calendar in Canvas.

Example Module:

Module 1 Materials open Monday at 9:00AM

Discussion Initial post due by Thursday 11:59PM

Follow-up Discussion Posts due by Sunday 11:59PM

Assignment(s) and Quiz due Sunday by 11:59PM

All deadlines will stay consistent throughout the course so you can plan your week. You will have 7 days to work on and complete each module.
Each module will contain:

- An introduction overview of with learning objectives, assessments and resources
- Readings from chapters or scientific papers
- Video links to lectures, video examples of disease or behavior or topic tutorials
- Powerpoint lectures to guide your thinking on the material presented in other ways
- A discussion prompt to enable you to engage your fellow students and deepen your ideas
- Case studies or assignments to allow your demonstrate your knowledge and reflect.
- Quizzes to enable you to show mastery of the material

*IMPORTANT-Please read.*

Plan to spend 3-4 hours per module learning through video and readings, and an additional 1-4 hours per week studying and completing assignments and assessments.

Expectations:

**Stay caught up:** The biggest way to fail in an online course is to get behind. The modules are structured to allow you to know what you need to accomplish each week. Treat this like a face-to-face class and complete the material each week. There are weekly deadlines for discussions, quizzes, case studies and assignments to help keep you on track. You will get more out of this class if you keep up, since information builds on itself over the semester.

**Take notes on all presented materials, they all will be represented on your weekly quiz.** Don’t think you will be able to read through all the chapters again or re-watch lectures once you open the quiz. You will only have one opportunity to take the quiz each week, so once you click on it, plan to take it! Don’t click until you are ready.

**Ask questions:** A big part of a healthy upper division class is discussion and question asking. I appreciate and welcome questions. We will be exploring topics together online, and an important aspect of this is bringing your participation in the discussion boards. I think this is a valuable part of the learning experience and really helps personalize the information. I would like you to offer logical conjectures and ask relevant questions. I want to make sure you come
away with a full and complete understanding of this information. The goal of this class is to present the accurate scientific information as we know it to date, so please ask your questions!

**Contacting me:** My email is jennie.willis@colostate.edu. Please put BZ 478 in the title of emails. I am reachable through the course shell with just a click. Be aware that Canvas deletes threads, so you writing in reply your previous email, it will not copy our thread.

Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

**COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)**

No late work will be accepted unless there is a University excused absence.

**GRADING POLICY**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 1 week and major assignments will be returned 2 weeks.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
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<tbody>
<tr>
<td>Discussions (20 points per week X 15 weeks)</td>
<td>320</td>
<td>26.7%</td>
</tr>
<tr>
<td>Case Studies and Assignments (20 points per week)</td>
<td>320</td>
<td>26.7 %</td>
</tr>
<tr>
<td>Weekly Quizzes (20 points per week)</td>
<td>320</td>
<td>26.7%</td>
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<tr>
<td>ASSIGNMENT</td>
<td>GRADE POINTS</td>
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<tr>
<td>Research Paper (Process and Final Paper)</td>
<td>240</td>
<td>20%</td>
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Total: 1300 100%

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

**Quizzes:**

Quiz format will be multiple choice and matching questions. Questions will come from the lectures and assigned resources. Quizzes are worth 20 points each.

**Research Paper (240 points)**

You will decide on an area of interest in cat behavior or biology. You will conduct a literature review in this area (citing a minimum of 10 relevant peer reviewed journal articles. You will write up your results in a paper we will post to the class at the end of the semester

**Breakdown of points:**

- Research Paper Topic Proposal: 20 points
- Statement of progress: 20 points
- Paper draft/draft outline: 50 points
- Peer Review of Classmate’s Paper: 50 points
- Research paper (2500 words max 10 pages): 100 points

**Discussion**

Each week you will be responsible for finding a piece of information or reading an article and or watching a video and writing a response. Discussion topics are meant to explore ideas or concepts and cement learning.

**Assignments and Case Studies:**
Each week you will have the opportunity to do critical thinking and personalize your learning with completion of assignments. They are meant to allow you to explore an area a little deeper, learn what you would do in a real-life situation and integrate information to support a course of action.

**Quizzes**

Quizzes replace mid-terms and a final exam in this class. Quizzes are your way to see how you are mastering terms, concepts and ideas. You will have one quiz each week of the 15 weeks of the semester. You will have enough time to complete the quiz if you have read the required readings (and took notes), watched lecture (and took notes) and watched other required videos (and took notes). A good set of notes would include: terms and definitions, dates/time periods, locations in the world, scientific names as appropriate, number of chromosomes, shared or different characteristics between breeds or species etc. There will be big idea concepts on quizzes, but this is our chance to recognize your hard work in studying the details.

Quizzes are open note, open classroom resource but not open phone a friend. Please plan ahead to ensure you have adequate wi-fi to complete your quiz. Do not open the quiz until you have completed everything else in the module, written your notes and studied them. Once you click on the quiz, plan to take it.

**Canvas Information & Technical Support**

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  - (970) 491-7276
  - help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

**Academic Integrity & CSU Honor Pledge**

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.
Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU’s Academic Integrity - Student Resources.

**UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to students with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each
student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY
Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS
Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT
Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE
For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: Title IX – Sexual Assault, Sexual Violence, Sexual Harassment.

If you feel that your rights have been compromised at CSU, several resources are available to assist:
A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU COVID POLICY 2024

Latest guidance from CSU changed May of 2023.

For the latest information about the University’s COVID resources and information, please visit the CSU COVID-19 site: https://covid.colostate.edu/.
CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.