BZ 330 Mammalogy COURSE SYLLABUS – Fall semester 2023			
2:00 to 3:215 p.m., T/Th in Chemistry A 103			
Instructor:	Dr. Tanya Dewey		
	Department of Biology		
Office:	Biology 404		
E-mail:	via CANVAS (preferred)		
	tdewey@rams.colostate.edu		
Office Hours:	12:00-1:00 pm Fridays in the Mammal Classroom		
	(or by appt via Zoom!)		

- 1. COURSE DESCRIPTION BZ 330 is a course that explores the diversity, evolutionary history, unique characteristics, incredible adaptability, and the ecological and ecosystem importance of mammals. This course provides an in-depth perspective on the biology of mammals and prepares you to understand current research on mammalian biology.
- 2. COURSE OBJECTIVES. Students who successfully complete this course will be able to:
 - explain how the circumstances of the evolutionary history of mammals influenced their key features and ecologies
 - identify the key features of mammals and describe their functional significance
 - identify the taxonomic diversity of mammals, including their unique characteristics, ecological diversity, and geographic distribution
 - describe the adaptations of mammal lineages to a wide variety of habitats, physiological challenges, and locomotory styles, such as extreme aridity, deep oceans, fossoriality, and extreme speed
 - explain the significance of mammalian domestication to human cultures and evolution
- 3. CONTACT INFORMATION: Please contact me via the CANVAS email tool. Please include the following in your email: (1) Your name, (2) BZ330. I teach multiple classes so this helps me to understand what your issue might be, please help me to help you by identifying yourselves. I will do my best to answer emails withing 24 hours, but I may elect to provide a summary response to multiple emails by announcement or class email rather than through an individual response. Questions regarding lab schedules or grades should be directed to your lab TA.

4. TEXTBOOKS and COURSE MATERIALS:

- A) (REQUIRED) CANVAS website. The majority of course materials will be delivered via Canvas. You will need your eID to login in: http://canvas.colostate.edu If you are registered for bz330, this course will be in your listing. If you are new to CANVAS, please take the time to review the CANVAS tutorials so you can get the most out of this resource! The syllabus, announcements, lecture slides, grades, weekly exams, and additional resources will be posted on CANVAS
- B) (**REQUIRED**) iClicker Student App. Follow the instructions for signing up for iClicker Student App via your device via <u>https://canvas.colostate.edu/iclicker/student-information</u>. Make sure to create an account with the app and **sync** that account to this Canvas course.
- C) **THERE IS NO REQUIRED TEXTBOOK FOR BZ 330**. However, if you are interested in having some relevant reference texts, you can consider the following:

i. <u>(OPTIONAL)</u> Mammals of Colorado, D.M. Armstrong, J.P. Fitzgerald, and C.A. Meaney, 2nd Edition, Denver Museum of Nature & Science and University Press of Colorado.



 ii. (OPTIONAL) This recently published text is a beautifully illustrated reference for the key characteristics of mammalian orders: "A Manual of the Mammalia: An homage to Lawlor's Handbook to the Orders and Families of Living Mammals, D.A. Kelt and J.L. Patton, University of Chicago Press.



iii. (<u>OPTIONAL</u>) If you really want to purchase a text book (for studying, for future reference, to dig deeper, etc.), I recommend the "Mammalogy" Sixth edition text by Vaughan, Ryan, and Czaplewski, which you can buy as an ebook or a hard copy text.



- 5. IMPORTANT INFORMATION FOR STUDENTS: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location. For the latest information about the University's COVID resources and information, please visit the CSU COVID-19 site: <u>https://covid.colostate.edu/</u>.
- 6. LIMITED ONLINE OPTION: Although BZ 330 in Fall 2023 is an in-person course, there is a limited online option. This option is intended to make it possible for students experiencing difficulties, such as illness, transportation issues, etc., to participate in the lecture without penalty. To take advantage of this, you can join by Echo360 (see the left side bar of the Canvas page). This allows you to view any classroom activities we are doing and participate in iClicker questions via the iClicker Student App. There are no online labs for BZ 330.

- 7. CLICKER POINTS: iClicker questions are used in this class to help gauge student understanding of the material and provide practice with questions similar to those you will see on exams. iClickers will be used during your weekly class meetings. You will receive 0.5 points for participating by answering the question and an additional 0.5 points for a correct answer. You will get 100% credit for participating in 90% of the iClicker questions in the semester. For example, if you have gotten *every* answer correct on 90% of the iClicker questions, you will receive full credit for all questions. We will use the iClicker Student App for iClicker participation. You can use this on any device and with any operating system. Go to https://www.iclicker.com/students/apps-and-remotes/apps to download the app that will work with your device.
- 8. ACTIVE LEARNING: Whenever we meet in class, I'll use that as an opportunity to provide some practice with course content through questions and class activities. You will get credit for participating in those activities via iClicker questions that you can answer using your iClicker Student App on whatever device you choose (laptop, tablet, phone recommended over iClicker device). These activities are specifically designed to help you practice the challenging concepts that are introduced in class and, therefore, do well on your exams, which are the majority of your grade.
- 9. CODE OF CONDUCT: By registering for this class, you are entering into an agreement between yourself and the instructor (me) regarding our respective roles in achieving the learning objectives articulated above in BZ 330 and earning the grade in the course that you desire. As an instructor, my role is to organize and present course material in a way that guides your progress through the material and helps you to gain practice in course learning objectives. As a student, your role is to attend class, not to engage in disruptive conversations, activities, or otherwise engage in disruptive behavior, such as packing up to leave early. If you wish to do well in the course, you should plan on attending class, reviewing all material in a timely manner, participating in class discussions, reviewing study guides, attending office hours (GTA and instructor), complete Canvas assessments (such as weekly exams) and iClicker questions thoroughly, form study groups, and study by *practicing* rather than simply reviewing your notes.

Because some of our classroom interactions are conducted online (via Canvas), please review the <u>core rules of</u> <u>netiquette</u> for some guidelines and expectations on how to behave in an online learning environment. As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed. With that said, I take my role as your instructor very seriously. 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 one week and major assignments, exams, and essays will be returned within one week. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

10. UNIVERSAL DESIGN FOR LEARNING: 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 to 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 prior to implementation. 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 student 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 accommodation's specialist in the SDC.

11. ACADEMIC INTEGRITY: This course will adhere to the <u>CSU Academic Integrity/Misconduct</u> policy as found in the General Catalog and <u>the Student Conduct Code</u>. 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: "I have not given, received, or used any unauthorized assistance." Further information about Academic Integrity is available at CSU's Practicing Academic Integrity. This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

• Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

• Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.

• Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

• Falsification—includes any untruth, either verbal or written, in one's academic work.

• Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

Violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

12. GRADING

Concurrent enrollment in BZ 330 A (lecture) and BZ 330 B (lab) is required!

The lecture grade will be based on the following points:

A)	Weekly Concept Check-in Quizzes (14 X 5 pts – drop two lowest)	= 60	6%
B)	Weekly Exams (15 X 30 pts – drop two lowest)	= 390	39%

C) Four "synthesis exams" (4 X 30 pts)	= 120	12%	
D) iClicker Points (15 X 3 pts)	= 45	4.5%`	
LECTURE GRADE CALCULATED FROM A TOTAL OF:	630 pts		
The lab grade will be based on the following points:			
A) Pre-lab Quizzes (15 X 5 pts – drop the two lowest)	= 65	6.5%	
B) In-lab Practicals (15 X 10 pts – drop the two lowest)	= 130	13%	
C) Post-lab Quizzes (15 X 15 pts – drop the two lowest)	= 195	19%	
LAB GRADE CALCULATED FROM A TOTAL OF:	325 pts		

GRAND TOTAL: 1,005 pts

Your two lowest weekly exam, concept check-in, pre-lab quizzes, in-lab practicals, and post-lab quiz scores will be dropped. If you are present for 90% of the iClicker points, you will earn 100% of the credit for them. As a result, there will be NO make ups for those missed assignments. Please plan on doing all work so that, when something unexpected comes up, you will be able to drop those scores.

Attendance in labs is **mandatory** and there are no make-up labs. If you do not attend the lab in a week, you cannot get credit for your post-lab quiz. You can always come to office hours during the week so that you are caught up on the material and prepared for future weeks.

COURSE GRADES: Grades for the course will be assigned based **approximately** on the grading scale below. Whether or not a curve is applied will be decided when we calculate final grades at the **end of the semester**. Individual concept check and weekly exam grades will not be curved. CSU does not use grades of C-, D+, or D-.

Score	Grade	Score	Grade	Score	Grade
> 98.0%	A+	88.0 - 89.9%	B+	77.0 - 79.9%	C+
92.0- 97.9%	А	82.0 - 87.9%	В	70.0 - 76.9%	С
90.0 - 91.9%	A-	80.0 - 81.9%	B-	59.5 - 69.9%	D
				< 59.5%	F

- 13. INCOMPLETE GRADES: An incomplete grade is a temporary grade and is assigned at the discretion of the instructor. An "I" is assigned if the student cannot complete the course due to circumstances beyond the student's control. A contract, indicating the amount of work to be completed, must be signed by the student and instructor before the "I" is assigned. Incompletes will be made up within a year or the grade is converted automatically to an "F" by the Registrar.
- 14. ACADEMIC AND OTHER STUDENT SUPPORT: CSU provides many resources to help students succeed and EVERY student deserves the help they need. I have compiled a comprehensive list of resources available on the Canvas page. Please see the "Getting Started" page to find those resources and DO NOT HESITATE to reach out for help or share your concerns.

DRAFT SCHEDULE (changes are possible)

Week of:	Topic:	Weekly exams		
	Week 1 Lab: Introduction to Mammals I			
8-21 to 8-25	Mammalian Diversity	(Practice) Exam #1		
	Week 2 Lab: Introduction to Mammals II (skulls)			
8-28 to 9-1	The Characteristics of Mammals	Exam #2		
	Week 3 Lab: Introduction to Mammals III (teeth and hair)			
9-5 to 9-8	The Characteristics of Mammals	Exam #3		
	Week 4 Lab: Mammalian Clades and Monotremes			
9-11 to 9-15	Origins and Evolution	Exam #4 + Synthesis Exam		
	Week 5 Lab: Marsupials I			
9-18 to 9-22	Biogeography and Convergence	Exam #5		
	Week 6 Lab: Marsupials II			
9-25 to 9-29	Reproduction	Exam #6		
	Week 7 Lab: Pilosa and Cingulata			
10-2 to 10-6	Metabolism	Exam #7		
	Week 8 Lab: Afrotherian Mammals			
10-9 to 10-13	Adaptations to Extreme Environments	Exam #8 +		
	Week 9 Lab: Laurasiatherian Mammals	Synthesis Exam		
10-16 to 10-20		Exam #9		
10 10 10 10 20	Week 10 Lab: Cetartiodactyla and Perissodactyla			
10-23 to 10-27	Dietary Strategies	Exam #10		
	Week 11 Lab: Pholidota and Carnivora			
10-30 to 11-3	Predators and Prey	Exam #11		
	Week 12 Lab: Chiroptera			
11-6 to 11-10	Sensory Systems	Exam #12 +		
		Synthesis Exam		
	Week 13 Lab: Scandentia and Primates			
11-13 to 11-17	Social Systems	Exam #13		
	Week 14: NO LABS			
11-20 to 11-24	NO CLASS, FALL BREAK			
Week 15 Lab: Lagomorpha and Rodentia I				
11-27 to 12-1	Humans and Other Mammals	Exam #14		
Week 16 Lab: Rodentia II				
12-4 to 12-8	Mammals in Ecosystems and Conservation	Exam $\#15 +$		
		Synthesis Exam		