SW 249 Course Syllabus: Animal Science and the Role of Modern Zoos
Late Fall 2018

Instructor: Dominic Calderisi, dcalderi@depaul.edu, (847)387-7724, Office Hours available to students (as applicable)

Course Dates: Tuesdays: 10/16, 10/23, 10/30, 11/6, 11/13; 5:45PM – 9:00PM
Location and Delivery Format: Loop Campus, on-ground

Course Description
The main objective of this course is for students to increase their love and understanding of animals!!! It will be a fun and interactive course where you will gain a general understanding of the animal kingdom and how animals are classified. You then will be able to identify animals as an individual organism, describe their natural habitat and better understand their role or ecological niche as it relates to its environment. Students will discover the importance of zoos and how they have become leaders in providing the knowledge needed to preserve the natural world. You’ll learn what zoos do with that information and how they make a difference with regards to environmental issues such as habitat destruction and the importance of species preservation. Students will investigate different zoological institutions and compare how each are unique in their animal collections, the way they support and conduct research, and convey that knowledge to the scientific community and the general public.

Throughout human history we have always had a connection and fascination of the other animal species that we share the planet with. From being revered gods to beasts of burden, animals have held a place in human society cultures. Evidence of animal menageries from ancient times throughout history has given us indication that animal collections were a sign of wealth and prestige. As these collections became accessible to the general public, ultimately being referred to as zoos or zoological parks, they became a major destination for recreation.

In this class we will explore how zoos have evolved and how their modern day mission places great emphasis on their responsibility to educate the general public on the preservation of species and why that is important. Many zoological institutions belong to an organization known as the AZA (American Zoos Association) that sets only the highest standards in overall animal welfare. These standards include general animal care or husbandry practices, the educational experience and message the zoo visitor receives when coming to an AZA accredited institution, and finally the institutions support of conservation efforts to preserve the natural world.
Ultimately, students will be able to understand how scientific discovery and knowledge plays a role in people’s awareness of environmental and conservation issues. Student will be aware of how zoos have become the leaders in providing the knowledge and understanding of information needed to preserve the natural world. Then taking that information and reaching out to the general public as well as to individuals in positions of authority that can regulate policy to make a difference.

**Learning Outcomes**

**Competencies:**

S-2-D: Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments.

S-1-B: Can use public or private institutions as resources for learning science.

S-3-C: Can understand the scientific and social dimensions of an environmental issue.

**Learning Strategies & Resources**

**Course Materials:** There are no course books to purchase. There will be many readings distributed in class and/or available on line through DePaul's Library Services ARES Resource System.

<table>
<thead>
<tr>
<th>Literature List</th>
<th>Read for</th>
<th>Resource for</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
<td><strong>Title</strong></td>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>ID</td>
<td>Author(s)</td>
<td>Title/Type</td>
</tr>
<tr>
<td>Hickman; Cleveland</td>
<td>Roberts; Larson</td>
<td>Animal Diversity Book</td>
</tr>
<tr>
<td>University of Mich</td>
<td>Museum of</td>
<td>Animal Ecology</td>
</tr>
<tr>
<td>Zoology</td>
<td>Classifying Animals</td>
<td>by Appearance vs.</td>
</tr>
<tr>
<td>VIDEO</td>
<td>Pratt</td>
<td>Glossary</td>
</tr>
<tr>
<td>Information</td>
<td>Ho</td>
<td>Resources on Human</td>
</tr>
<tr>
<td>Animal Relationships past and Present</td>
<td>and Humans</td>
<td>Online Journal</td>
</tr>
</tbody>
</table>
Learning Deliverables (graded evidences of learning)

A. Students will choose an animal, provide written taxonomic phylogenetic information, describe the animal’s natural history, and identify that particular animal’s ecological niche (where it fits within its own environment). Students will give an oral presentation in class accompanied by a paper due on Unit 5.
Assignment to fulfil competency:
S-2-D: Can describe, categorize, and analyse the interactions and exchanges between living organisms and their physical environments.

B. Students will research an AZA accredited zoological institution or something equivalent (not those in the Chicago area) and provide the instructor with an overview of that institutions' highlights in an outline format. Students will give an oral presentation in class accompanied by a paper due on Unit 5.

Assignment to fulfil competency:
S-1-B: Can use public or private institutions as resources for learning science.

C. Student will choose a topic, animal, or conservation issue which stirs controversy and debate in society. Students will identify the ethical challenges faced with their subject and present them in class. Students will give an oral presentation in class accompanied by a paper due on Unit 5.

Assignment to fulfil competency:
S-3-C: Can understand the scientific and social dimensions of an environmental issue.

Assessment of Student Learning

Students will be introduced to basic animal classification and be able to identify animals as individual organisms, describe their natural habitat and identify their ecological niche (role) in the environment. S-2-D; S-3-C

Recognize how zoos raise public awareness of environmental issues such as habitat loss and the importance of species preservation. S-2-D; S-3-C; S-1-B

Identify how zoological institutions support research and gain information to provide educational messages to the general public as well as those that can have an effect on environmental policy. S-1-B; S-3-C

Understand the process of change within a particular environment or ecosystem whether natural (seasonal) or unnatural (man's interference) and how it effects the living organisms within the system. Explain the sequence of events and how each change rolled into the next. S-2-D; S-3-C; A-3-C

Discover how evolution through natural selection preserves animals within their system. What new adaptations helped individual species to survive? How can it be compared to business and or politics? S-2-D; S-3-C
Identify a particular environmental issue of preserving wildlife while balancing human needs.  **S-3-C**

**Grading Criteria & Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59%</td>
</tr>
</tbody>
</table>

**Oral and Written Work Will be Evaluated As Follows:**

**A=** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B=** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C=** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D=** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not doe reading assignments thoroughly.

**Class Participation** – Students are responsible for contributing intellectual and insightful thoughts, ideas, and questions during class discussions. It’s an integral component in the direction of this course as well as student success.  **20% of grade**

**Attendance:** Student absenteeism will have a significant effect on one’s class participation grade. Students are responsible for acquiring notes, readings, and assignments from a fellow student. Missing assignments are to be turned in the following week and will be marked down for being late.
(unless there is proof of a legitimate reason). Missing more than two (2) classes will result in a failing grade

See additional information pertaining to the grade designations, for graduate grades and for undergraduate grades. Identify when relevant Pass/Fail Grading Options (UGRAD only)

Incomplete (IN) Grade: This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Class Design 5 Units:

Week #1: Exploring the Animal Kingdom: Taxonomy (Classification of Living Things)
Animal Ecology, How One Fits in its Own Environment

Week #2: Animals and Humans: (relationship, comparison, resources, recreational)
Animals in captivity domestic/exotic
Development and Evolution of Zoos Introduction
How has their purpose and function changed
Discussion

Week #3: Advancements in Animal Husbandry Techniques
Exhibit design
Animal care – Training and Enrichment

Week #4: Zoos beyond the Animal Collection:
Education
Conservation – institutional and in the field
Science and Research
Opportunities for research and learning
Zoos of the Chicago Area: Characteristics, History, Collection, Conservation Projects, and Educational Messages
   Lincoln Park Zoo
   Brookfield Zoo
   Shedd Aquarium
   Cosely Zoo
   Other AZA or other famous zoological institutions outline and presentation due

Week #5: Discussion
   Bringing all entities together
   Change in animal care management
   Change in how zoos are perceived
   Ethical and moral questions
   Cause and effect of population management
   “Highly intelligent animals”
   Final Presentations and discussion

2. Course Policies
   The instructor expects all students to be responsible and accountable for their actions and performance. There will be the upmost respect for fellow students, the instructor, and DePaul University policies and procedures. Students will be responsible for communicating any occurrences without going into personal or private details that may affect the previously mentioned to the instructor.

   Any changes to the syllabus or schedule that occur during the duration of the quarter will be announced verbally and via e-mail by the instructor. The instructor will make sure that he has acceptance and compliance from all students prior to moving forward with the changes.

   Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement: This course includes and adheres to the college and university policies described in the links below:
   APA citation format (GRAD) Academic Integrity Policy (GRAD) Academic Integrity Policy (UGRAD) Incomplete (IN) and Research (R) Grades Expiration Policy Course Withdrawal Timelines and Grade/Fee Consequences Accommodations Based on the Impact of a Disability Protection of Human Research Participants

3. Other Resources for Students
   University Center for Writing-based Learning
   SNL Writing Guide
   Dean of Students Office
   Suggested readings/sources listed by instructor
Instructor Brief Bio

Dominic Calderisi is a retired animal care specialist with nearly thirty years of hands on experience. He worked for one of the major zoological institutions in the Chicago area. He is an alumnus of the SNL graduate program and is passionate about his former profession and wants to share it with others committed to lifelong learning.

Updated July 2018