SNL BAIFA Syllabus

School for New Learning
DePaul University
SW 249 Course Syllabus: Animal Science and The Role of Modern Zoos
Spring 2017

General Information

Faculty: Dominic Calderisi
2208 Willow Lane Rolling Meadows IL 60008
dcalderi@depaul.edu
(847)387-7724
Office Hours available to students (as applicable)

Location: Loop Campus

Dates/Time: Tuesdays, 5:45PM -9:00PM

Credit Hours: Students may take only one competence for 2 credit hours.

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.
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.
Instructor: Dominic Calderisi is an animal care specialist with more than twenty years of hands on experience. He works 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 profession and wants to share it with others committed to lifelong learning.

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>Item ID</td>
<td>Author(s)</td>
<td>Article/Chapter Title</td>
</tr>
<tr>
<td>Hickman; Cleveland 468153</td>
<td>Roberts; Larson</td>
<td>Animal Ecology</td>
</tr>
<tr>
<td>University of Mich 468151</td>
<td>Museum of Zoology</td>
<td>Browse Animalia</td>
</tr>
<tr>
<td>Zoology Classifying Animals 468152</td>
<td>Rokop</td>
<td>by Appearance vs.</td>
</tr>
<tr>
<td>DNA Sequence VIDEO 468154</td>
<td>Pratt</td>
<td>Glossary</td>
</tr>
<tr>
<td>Information 468148</td>
<td>Ho and Humans</td>
<td>Resources on Human Evolution of Zoos From past and Present</td>
</tr>
<tr>
<td>468154</td>
<td>Rabb</td>
<td>Menageries to Centers of Conservation and Caring</td>
</tr>
<tr>
<td>468157</td>
<td>Ramirez</td>
<td>Chapter 4: Basic Animal Conditioning Through Positive Reinforcement</td>
</tr>
<tr>
<td>BOOK Kreger; Hutchins; 468155</td>
<td>Fascione</td>
<td>Environmental Enrichment in Zoos</td>
</tr>
</tbody>
</table>
Learning Outcomes

- 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
• Question the need and reasons for zoos. Is it right to keep animals in captivity for our own satisfaction? Are zoos really doing what they say they are doing? \textit{S-1-B}

• Ask oneself if humans should try to preserve endangered species or should we just let them go extinct? Are we “playing God?” Do we have the right to have total control over an individual animal’s life? \textit{S-2-D; S-3-C; S-1-B}

\textbf{Class Design 5 Units:}

\textbf{Week #1:} Exploring the Animal Kingdom: Taxonomy (Classification of Living Things)

  Taxonomic profile description due
  Animal Ecology, How One Fits in its Own Environment

\textbf{Week #2:} Animal species natural history, ecological role essay and presentation due

  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
  \textit{Discussion}

\textbf{Week #3:} Advancements in Animal Husbandry Techniques

  Exhibit design
  Animal care – Training and Enrichment

  Zoos beyond the Animal Collection:
  Education
  Conservation – institutional and in the field
  Science and Research
  Opportunities for research and learning

\textbf{Week #4:} Zoos of the Chicago Area: Characteristics, History, Collection, Conservation Projects, and Educational Messages

  Lincoln Park Zoo
  Brookfield Zoo
  Shedd Aquarium
  Cosley Zoo

  Other AZA or other famous zoological institutions outline and presentation due

\textbf{Week #5:} \textit{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”
Assignments/Evaluation:

A. Students will choose an animal, provide written taxonomic phylogenetic information, describe the animal’s natural history, identify that particular animal’s ecological niche (where it fits within its own environment) and give an oral presentation in class for week #3 accompanied by a paper. **20% of grade**

Assignment to fulfill competency:

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

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

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 present their information in class to provide further discussion for Week #7. **20% of grade**

Assignment to fulfill competency:

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.

**Final Project:** Students will work together in teams designated by the instructor. Each team will be assigned a specific animal that is featured in zoos or aquariums. Each team will provide a report and presentation based on the following information for that particular animal due for Weeks #9 and #10.

**40% of Grade**

- natural history
- ecological niche
- how they are managed in captivity
- what is their status in the wild
- what educational messages are being conveyed by zoos with regards this animal
- what conservation efforts are being done to preserve this species
- what research is being done to further understand this animal
- are there any ethical issues being raised as a result of keeping this animal in captivity
Assignment to fulfill competency:

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

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

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

Presentations / written accompaniment must include a “Works Cited” with a list of at least three sources in MLA style. Specific guidelines to write an outline can be found by visiting http://owl.english.purdue.edu/owl/resource/544/01/.

Oral Presentations should be approximately ten minutes followed by another five to ten-minutes of a question and answer session. Presentations should serve two purposes; the first is to enhance and solidify the student/presenter’s knowledge and understanding of the subject matter and effectively communicate the information. Secondly, to educate his or her peer student audience.

Assignments evaluated/graded based on DePaul’s Written Work Evaluation guidelines. For further assistance and understanding of the guidelines please refer to the web-site https://snlapps.depaul.edu/writing/Rubric.html and click on to SNL Paper Rubric.

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 done 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.

**Grading Scale:**
- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B_- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C_- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D_- = 60-62%
- F = < 59%

**Addenda**

See additional information pertaining to the grade designations for undergraduate grades. See Pass/Fail Grading Options.

This course includes and adheres to the college and university policies described in the links below:
- Academic Integrity Policy
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

**Course Resources**
- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office