Synopsis — This course focuses on the biological origins of certain forms of animal behavior. Discussions will serve as the basis for studying how natural selection determines some human behavioral patterns such as mate choice, competition, and deception. The primary objective is to engage students in conversations about the evolutionary processes have shaped patterns of social behavior – especially mating behavior.

Prerequisites — A minimum of 30 semester credit hours completed in the biology major.

Course Description — One semester hour, 75 min of seminar presentation per week. For undergraduate credit only. Student participation in general and specific topics in biology.

Course Materials — Each student is required to purchase their own copy of the following text:
Additionally, I will provide a citation list, and some articles, handouts, or other class materials prior to our meetings, usually via the D2L platform. Each of these are appropriate to the topic(s) for discussion.

Reserve Materials – Several resources will be available to help you with information presented throughout the course. Steen Library has several of these holdings, but I will also have a few available for you to examine.

Attendance & Participation
- With the exception of school holidays, our discussions will take place from 1600-1715 h on Mondays; please avoid the embarrassment of arriving late.
• A portion of your grade for this course is based on participation in discussions (see below). Therefore, I will record any absences throughout the semester. If you miss more than 2 class meetings, you will be assigned an “F” grade for the course.

• I would like to discourage distractions during our meeting times. Therefore, any student will be penalized ten (10) points if any electronic device (e.g., pager/mobile phone/tablet, etc.) emits any audible noise during any class meeting.

Leading the Way
You will each lead a discussion session concerning an assigned topic concerning the evolution of human social behaviors. I will expect you to have researched your topic thoroughly – you should not only present information pertinent to the topic, but also be prepared to address questions from the rest of the class. The following components are included in the overall project:

Research Paper (60 points)
You will write a paper that summarizes your presentation of the assigned topic. Your paper should synthesize what is known about that topic based on your examination of the hypotheses tested, data presentation, and discussion by the researchers. Each student’s paper will be due on Friday of the week of their in-class presentation (4 day interval). This gives you the opportunity not only to summarize your understanding of the topic, and incorporate feedback from others in the class. Details concerning paper style and formatting are forthcoming.

Topic Presentation (50 points)
You will each give a PowerPoint presentation (15-20 min) that summarizes the research that you completed for your paper. Your presentation should provide an introduction to your topic, a complete discussion of current findings, and a synthesis that includes your conclusions and perhaps a few suggestions for future work on this topic. Questions from your audience will then follow the allotted presentation time. Based on the peer-reviewed articles that you read when researching your topic, I will expect you to assign one of these to the rest of the class, so that there can be informed discussion of your topic.

Exam – In addition to mandatory course components related to assessment (e.g., Major Field Exam, etc.), you will receive a take-home exam that you will have one week to complete. For this exercise, each student will work independently on their exam and submit TYPED responses to the test questions. I will not accept late exams – if submitted after the due date, you will receive in a zero grade for that exam. I will evaluate your performance on this exam in a manner similar to that in which I evaluate your project paper (i.e., primarily considering concept development and synthesis, but also format and quality of your narrative).

Proper English counts! One point will be deducted from your point total for every 5 spelling/grammar/context/syntax/punctuation errors on any written assignment or exam.

Grading – You will be evaluated on the basis of your term project, the pop essays, the final, and participation during the discussion periods throughout the semester. Participation grades
will be a function of your contributions to in-class discussions as well as any questions asked during presentations given by other students.

**Grading scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>75</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Topic Paper</td>
<td>60</td>
</tr>
<tr>
<td>Major Field Exam completion</td>
<td>45</td>
</tr>
<tr>
<td>Participation (10 pts @ each of 13 meetings)</td>
<td>130</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360 points</strong></td>
</tr>
</tbody>
</table>

Thus, your awarded grade for the class will be determined on a 360-point scale. I will follow the standard 10%-age point scale (90-100 % = ‘A,’ 80-89 % = ‘B,’ etc.).

**Potential BONUS(!):** You will receive 45 of your total points simply by completing the Major Field Exam with Testing Services before 6 March (all or nothing). The actual score that you earn on the MFE is not incorporated in your grade for this course. I will receive the exam results, however, and will calculate the mean performance for BIOL majors taking this exam in SP20. I will add an additional 5 bonus points to your course total if your individual performance on the MFE exceeds the department average by more than one standard error. Similarly, I will add 10 bonus points if your score exceeds that average value by more than two standard errors.

Students who complete the exam by 6 March, but whose performance is at, or below, the dept. average will not be penalized.

**Important notes:**

1. I will manage the assignments and grading for this course through the D2L platform. It is the responsibility of each student to: (a) be familiar with D2L; and (b) make certain that email messages sent to their <sfasu.edu> address are received.
2. I do not distribute any grade information by phone, text, or email.

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Researching a term project topic? Here are some pointers….

- **Suggested keywords for literature searches =** ‘human sociobiology,’ ‘human evolutionary psychology,’ ‘human ethology,’ *etc.*
- When leading a discussion period, be certain to utilize a paper that has (a) been peer-reviewed; and, (b) original or summarized data in tables &/or figures (graphs).
- Feel free to stop by and examine some of the papers that I have in my library (limited selection).
- Your topic must be approved by me *before* you lead your discussion session.
- No duplication in topics among students, so……First come, first served!
miscellaneou as required by the University:

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Program Learning Outcomes:

PLO 1: The student will demonstrate a good knowledge base in biological concepts.

PLO 4: The student will be able to design, carry out, and analyze experiments to answer biological questions using the scientific method.

PLO 6: The student will demonstrate preparation for future career and educational goals.

General Education Core Curriculum Objectives / Outcomes

EEO #1: To understand and apply method and appropriate technology to the study of natural sciences.

EEO #2: To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretations both orally and in writing.

EEO #3: To identify and recognize the differences among competing models of scientific theories.

EEO #4: To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.

EEO #5: To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution, to modern culture.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical & Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these objectives.

The table below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, and evaluation and synthesis of information.</td>
<td>Shoaling behavior in zebrafish</td>
<td>Provided in lab</td>
</tr>
<tr>
<td>Empirical &amp; Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Shoaling behavior in zebrafish</td>
<td>Provided in lab</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Flatworm phototropism</td>
<td>Provided in lab</td>
</tr>
</tbody>
</table>

Student Learning Outcomes:

Student’s understanding will be evaluated with weekly quizzes, lab reports and two scheduled exams covering multiple exercises. The final lab grade counts 1/3 of their final Bio 133 grade. Students who successfully complete the Introductory Zoology Laboratory will be able to:

1. Give concise and accurate answers to questions. (EEO 2, 3, 4; PLO 1, 4, 6).
2. Demonstrate a competent knowledge of the relationships of the organisms studied. (EEO 1, 3, 5; PLO 1, 4).
3. Demonstrate proper microscope usage skills. (EEO 1, 2, 5; PLO 1, 4, 6).
4. Demonstrate a proficient vocabulary of biological terms. (EEO 1, 2, PLO 1, 4, 6).
5. Demonstrate a competent knowledge of the binomial system of nomenclature. (EEO 1, 3, 4; PLO 1, 4, 6).