EVALUATION CRITERIA

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1. COURSE GRADE (undergrads: 300 pts; grads: 400 pts)

In the academic discipline of behavioral biology, the work of each scholar is judged "excellent" when it integrates **concepts** and **examples**. This standard is reflected in the calculation of final grades in this course. Basically, if you do well on both concepts and examples, your total score is likely to be in the category of an "**A**" (excellent: 90-100%). Strength in either concepts or examples, but not both, fits in the category of a "**B**" (good: 75-89%). Weakness in both concepts and examples, fits the category of "**C**" (needs improvement: 6074%). Insufficient effort to complete the learning activities fits the category of "**D**" (45-60%). At least 45% of points are needed to pass the course. These same general criteria are reflected in specific criteria for evaluation of each of the following learning activities.

2. A1 PARTICIPATE ASSIGNMENT (20 pts; penalty points for no-shows)

These learning activities reward you for the quality of your participation in chats, the optional field trip and problem-solving (PS). When you submit the assignment the first week of the course, you will indicate whether you intend to participate in the field trip and whether you want to participate more in chats or problem-solving. The chats are "synchronous" (on-line or on-campus). Problem-solving is" asynchronous", using the elearning discussion tool. Your score will be tallied at the end of each of the four parts of the course. You may mix/match with 46 ways to earn 20 points, providing maximum flexibility to fit in with your busy schedule. Our intent is for participation to become a rewarding habit, which continues even after you have earned the maximum possible participation score (20 pts). Learn more about the criteria for scoring chats in #6 (below) and PS in the Syllabus.

Performance indicators	Pending	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Chat	**0**: *not yet started*	**1pt**: *1 of 3 (concept, example, source)*	**2pts**: *2 of 3 (concept, example, source)*	**3pts**: *3 of 3 (concept, example, source)*	**4pts**: exceeds expectation [-3 pts for on-call absence]
Field Trip	**0**: *same as above*	*na*	*na*	*na*	**10pts**: *participated [-10 pts for unexcused absence]*
PS shared	**0**: *same as above*	**1pt**: *1 of 4 (problem; good aspects; options; preferred option)*	**2pt**: *2 of 4 (problem; good aspects; options; preferred option)*	**3pt**: *3 of 4 (problem; good aspects; options; preferred option)*	**4pt**: *4 of 4 (problem; good aspects; options; preferred option)*

3. QUIZ ASSESSMENTS (100 pts**;** 10 quizzes @10 pts; each quiz has 10 questions @ 1 pt)

Quizzes are designed to reward you for comprehension of the assigned readings before on-campus lecture on Tuesdays.   Students in the DE section may view the lecture videos asynchronously.   You will get alot more out of lecture when you have completed the assigned reading previously.   For undergrads, quizzes assess comprehension of assigned readings in the textbook editted by Halliday (1994).   For graduates, quizzes cover knowledge from Dugatkin (2009).   It may seem alot to have 10 quizzes, but that means we expect you to read one chapter a week in the textbook.   The question bank is available for undergrads (not grads) in the study guide for each of the 4 parts of the course.   Questions are multiple choice and scored automatically so you get immediate feedback on your score.   The two lowest quiz grades are dropped in calculation of the course grade. One retake attempt is allowed; the highest score is recorded.

4.   **A2 Wolf and A3 Deer Inquiry** (80 pts; 2 inquiry assignments @ 40 pts)

Think of these two inquiry learning activities as the equivalent of a midterm and term-paper.   They are designed for experiential learners to help you connect your experiences with the concepts you learn about in readings and lecture.   Some students bring to the class more personal experience with animals, others more experience observing animals in nature shows. The inquiry activities encourage you to refine your skills of observation, measuring, asking and answering questions. Each inquiry activity is in the format of an excel workbook with 12 tabs for worksheets that "walk you through" the basic inquiry cycle three times, each cycle building on the skills and knowledge of the previous cycle.   Video clips are linked and/or you will be encouraged to record your own video data.

Scoring for each worksheet	Observe	Question	Measure	Answer	sum
Module 1 (4 worksheets)	3	3	3	3	12
Module 2 (same)	3	3	3	3	12
Module 3 (same)	3	3	3	3	12
subtotals	9	9	9	9	36
				on time:	4
				total:	40

code: 1pt- worksheet was started, not completed;
        2 pts- needs improvement;
        3 pts- meets expectations

5.   **A4 Open Inquiry** (grads only;   100 pts; 5 criteria @ 20 pts)

This learning activity is designed to reward graduate students for exploring in more depth a behavioral topic that is of personal interest, while developing transferable skills of research and communication. The topic may be related to your graduate research or provide breadth to pursue a topic outside the focus of your graduate research.   The format may vary, including (but not limited to): ethogram, slide/poster presentation for a professional meeting, a commentary (or review) suitable for submission to a peer-reviewed journal, a proposal suitable for submission for funding. This rubric for scoring inquiry analysis is a widely accepted set of expectations, based on the criteria recommended by the Association of American Universities and Colleges (AAUC).   **PENALTY FOR PLAGIARISM**

CRITERIA	0-6 pts: INSUFFICIENT	7-14 pts: NEEDS IMPROVEMENT	15-20 pts: MEETS EXPECTATIONS
Existing Knowledge, Research, &/or Views	information is from irrelevant sources or limited points of view	presents information with limited viewpoints	synthesizes in-depth information from diverse relevant sources
Design Process	demonstrates a misunderstanding of the theory/ methods	critical elements are present; subtle elements missing	skillful development of theory and methods across disciplines
Analysis	lists evidence unrelated to inquiry focus	organizes evidence but insights are missing	synthesizes evidence revealing insights
Conclusions	statement is empty, ambiguous, illogical	statement is too general or specific	conclusion is a logical extension of findings
Limitations and Implications	statement of implications is limited and/or unsupported by evidence	presents relevant general implications without considering limitations	insightful discussion of general implications considering specific limitations

6.   **BLOG Discussion** (28 pts; 4 discussions @ 7 pts) **prep for Final Exam** (72 pts; 24 Q's @ 3 pts)

Together, the BLOG discussion and comprehensive Final Exam are designed to reward students for preparing short, concise, meaningful answers to questions posed under pressure, e.g. in a public forum such as a keeper chat, oral exam, or dialogue at a professional meeting.

  The BLOG is a formative learning activity designed to reward critical thinking and positive written communication skills.   It provides a forum for communication with peers and the instructor about diverse ways of answering the "spotlight questions" that are in the question bank for the Final Exam (summative assessment).   By complementing the oral communication skills of the chats, the BLOG discussions also help develop written communication skills.   Both reinforce a deeper understanding of the criteria for scoring a professional style of communication in answers to exam questions (concepts, examples, sources).   BLOG discussion topics are scored using the following criteria (1 pt each): originality (NO PLAGIARISM), dialogue (positive tone), concepts (keywords), examples (accuracy), sources (scientific peer-reviewed), critical thinking (put folk psychology in quotation marks to show you understand it is not a scientific perspective), style (correct spelling, grammar and word choice).

The Final Exam is comprehensive, encouraging students to synthesize information from the beginning to the end of the course.   Students are expected to learn the basic concepts (Part 1:   cause, development, evolution and function) and to apply those concepts to the examples in the remaining 3 parts of the course (Parts 2.social, 3. mating, 4. physical).   The short-paragraph questions on the final exam will be scored the same as the chats (concept, example, source).