ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☒ COR Revision 5/28/2009
- ☒ Pre Req/Advisories 200970
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: BIOL 165

COURSE NAME: *Birds of Southern California

COURSE UNITS: 3.0 **COURSE HOURS:** 54 Hours Total

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Completion of BIOL 101, 120 or 170.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#)***.
This is a lecture and field biology course. Lectures at AVC will alternate with required Saturday field trips to various locations in Southern California. Topics covered include identification, taxonomy, distribution, ecology and behavior of birds in our region. The course is designed for both students majoring in life sciences (transferable elective units) and those with a special interest in Ornithology. Students may be required to provide their own transportation for field trips. (CSU, AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to

1. Demonstrate an understanding of bird identification.
2. List at least twenty species of bird native to Southern California.
3. Outline the geographic distribution of at least twenty species of bird native to Southern California.
4. Describe in detail the feeding behavior of at least twenty species of bird native to Southern California.
5. Locate on a map at least five principle areas where the greatest diversity of bird species may be found in Southern California.
6. Compare and contrast at least five distinct ecological communities in Southern California, together with bird species typically associated with those communities.

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COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Introduction to the Birds of Southern California.

A) Major ecological communities in Southern California.
B) Bird diversity in Southern California
C) Seasonality of birds in Southern California.

II. How to identify birds in the field.

A) Using binoculars and spotting scope.
B) The effects of light and distance.
C) Relevant morphology and behavior.
d) The use field guides and notebooks.

III. Keeping a field notebook

A) How to organize a field notebook.
B) Relevant entries regarding local terrain and weather.
C) Daily species list.
D) Permanent records of sightings: The Life List.

IV. The taxonomy of birds

A) Bird families represented in Southern California.
B) Key features distinguishing each of the bird families.

V. Examples of birds found during our field trip (s).

A) Identification
B) Ecology
C) Behavior
D) Distribution and Status
E) Conservation

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Weekly reading assignments from regional field guides, e.g. Field Guide to the Birds of North America.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Daily after-hours assignment: journal entries including class field notes, lecture and discussion.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Simple arithmetic: counting numbers of birds.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Keep a well-annotated, accurate and complete account of the birds found during our field trips. A journal including field notes will be required of all students in this class.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3 hours ***Writing Assignments***: 3 hours

Computational Assignments: 0.5 hours ***Other Assignments***: 1 hour

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METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do <u>not</u> list specific instructional equipment.)***

Lecture-discussion at AVC and while in the field. Assisting students with bird identification in the field. Summarizing results of each field trip. Previews of upcoming field trips, including bird species likely to be found. Lectures will include the use of audio-visual equipment, such as overhead projector and computer-driven lecture outlines.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

I. Methods of evaluation may include:

A) Assessment of accuracy and clarity of student's journal entries (Objectives 2, 3, 4).

B) Assessment in the field of bird identification skills acquired while in this class (Objective 1).

C) Objective exams measuring student's understanding of bird distribution, ecology, behavior and conservation in Southern California (Objectives 2, 3, 4, 5,6).

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1) Garrett, K.L. and J.L. Dunn. 2006. Birds of The Los Angeles Region. R.W. Morse Company, Washington.

2) National Geographic Society. 2006 (5^{th} Edition). Field Guide to the Birds of North America. National Geographic Society.