

**South Dakota State University**  
**Department of Wildlife and Fisheries Sciences**  
**Fall 2009 COURSE SYLLABUS**

|                               |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>NAME OF COURSE:</b>        | <b>WATERFOWL ECOLOGY AND MANAGEMENT</b>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>COURSE NO.:</b>            | <b>WL 419/519 &amp; WL 419L/519L</b> <b>CREDIT HOURS: 3</b>                                                                                                                                                                                                                                                                                                                                                   |
| <b>INSTRUCTOR:</b>            | <b>Dr. K.C. Jensen</b><br>NPB 138D, 688-4781<br><a href="mailto:kent.jensen@sdstate.edu">kent.jensen@sdstate.edu</a><br>Office Hours: T, W, TH 9 – 12 Noon                                                                                                                                                                                                                                                    |
| <b>TIME &amp; DAY:</b>        | T TH 1:00 – 1:50 PM (Lecture) SPB 024<br>Lab – TBA SPB 181                                                                                                                                                                                                                                                                                                                                                    |
| <b>DESCRIPTION:</b>           | This course provides a study of the ecological and socio-economic factors affecting waterfowl habitats and populations. We will also study state and federal programs affecting wetland management. Habitat management practices for waterfowl in all portions of their life-cycle will also be studied. Field techniques for identifying species and management approaches are emphasized in the laboratory. |
| <b>PREREQUISITES</b>          | WL 411 and/or instructor written consent. Students should also be familiar with on-line literature search protocols and the use of WebCT as an online course management tool.                                                                                                                                                                                                                                 |
| <b>SUGGESTED TEXT:</b>        | Bellrose, F. C. Ducks, geese, and swans of North America. Wildlife Management Institute. Stackpole Books, Harrisburg, Pa. 543 p. (this is a rewrite and update of an earlier text by Kortright).                                                                                                                                                                                                              |
| <b>SUPPLEMENTAL MATERIALS</b> | Other handouts or materials provided or recommended by the instructor and provided as a supplement to the syllabus.                                                                                                                                                                                                                                                                                           |
| <b>INSTRUCTIONAL METHODS</b>  | Lecture (PowerPoint), Lab Exercises, Literature Review and Discussions, (D2L – Course Management)                                                                                                                                                                                                                                                                                                             |

**MAJOR  
COURSE  
OBJECTIVES**

Major objectives of this course are to:

1. Understand the underlying principles of modern waterfowl management
2. Be able to identify waterfowl species of North America
3. Develop the ability to identify and determine age and sex of the waterfowl species of South Dakota
4. Become familiar with waterfowl habitat management practices throughout their life-cycle
5. Understand the physiology and nutritional requirements waterfowl throughout their life-cycle
6. Understand the reproductive ecology of waterfowl species
7. Understand the federal and state administration of waterfowl management
8. Develop communication skills (written and e-based)

**Topical Outline**

|           |                                                       |
|-----------|-------------------------------------------------------|
| Topic #1  | <b>History of Waterfowl Management - Introduction</b> |
| Topic #2  | <b>Worldwide Waterfowl</b>                            |
| Topic #3  | <b>Waterfowl Mating Systems</b>                       |
| Topic #4  | <b>Courtship and Pair Formation</b>                   |
| Topic #5  | <b>Foods and Foraging Ecology</b>                     |
| Topic #6  | <b>Egg Laying and Incubation</b>                      |
| Topic #7  | <b>Needs of Broods and Brood Care</b>                 |
| Topic #8  | <b>Post-breeding Ecology</b>                          |
| Topic #9  | <b>Molts and Molt Migration</b>                       |
| Topic #10 | <b>Wintering Waterfowl</b>                            |
| Topic #11 | <b>Major Waterfowl Habitats of North America</b>      |
| Topic #12 | <b>Waterfowl Diseases</b>                             |
| Topic #13 | <b>Hunting, Harvest, and Waterfowl Management</b>     |
| Topic #14 | <b>Sex Ratios, Stocking, Exotic Waterfowl</b>         |
| Topic #14 | <b>Waterfowl Policy and Administration</b>            |

**COURSE INFORMATION AND EVALUATION OF THE STUDENT**

**Specific Factors**

**1. Lecture Exams:**

There will be one midterm (100 pts) and one final exam (150 pts). Each of these exams will consist of essay and short answer questions. The final exam will be comprehensive of all lecture materials. There will be 3, 20-point quizzes covering lecture and reading materials. Most examination questions come from the lecture materials covered in class; experience shows that those students who attend class have the least difficulty obtaining a good grade.

**2. Attendance:**

Attendance is **important!** Being on time and not leaving class early are important. Class

discussion and interaction can make a difference in your overall success with all aspects of this course. However, I do not take attendance in laboratories or lectures but I'm aware of students that have poor attendance. Poor attendance is almost always reflected in your academic performance.

### 3. Students with disabilities:

Students are entitled to "reasonable accommodations" under the provisions of the *Americans with Disabilities Act*. Those in need of such accommodation should notify the instructor and make appropriate arrangements with the SDSU Office of Disabilities Services, 110 West Hall, 688-4504 or 688-4032.

### 4. Class Participation:

Reading assignments should be read in advance of scheduled class time. Students are expected to contribute to class discussions (see evaluation #2 – you can't contribute if you don't attend class!). Discussion of published literature is an integral component of this course – you must read the papers ahead of time in order to participate in class discussions.

### 5. Grading Scale:

( See final grade calculation below). For the final calculation of student's course grade, the final scale will be used:

WL 419

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% or below = F

WL 519

92 – 100 = A  
80 – 91 = B  
70 - 79 = C  
60 – 69 = D  
< 60 = F

### 6. Final Grade Calculation:

Your final grade will be calculated based on points earned from exams and reports. Total points earned divided by total possible points and converted to a percentage will result in a score between 0 - 100%. That percentage will be converted to a letter grade using the standard grade scale (see above). I will lower these limits if dictated by a lower distribution of student performance. However, you can be *assured* of receiving your desired grade by attaining these averages.

## 7. Possible Points

### Lecture

|                               |            |
|-------------------------------|------------|
| Midterm Lecture Exam          | 100 points |
| Final Exam                    | 150 points |
| 20 –point Lecture Quizzes (2) | 40 points  |

### Laboratory

|                                                   |            |
|---------------------------------------------------|------------|
| Waterfowl Identification, Sex and Age Exam        | 50 points  |
| Library Research Paper                            | 50 points  |
| Waterfowl Symposium Talk                          | 50 points  |
| Waterfowl Symposia Attendance                     | 20 points  |
| <i>Graduate Students Only</i>                     |            |
| Fieldtrip Notebook/Log (must be a bound notebook) | 50 points  |
| Field Trip Report                                 | 25 points  |
| <hr/>                                             |            |
| Total Graduate Points Possible                    | 535 points |
| Total Undergraduate Points Possible               | 460 points |

### 7. Research paper and symposium presentation:

Students are to select a specific topic for their research paper and symposium talk. The topic must be something I am not going to cover--pick something interesting so it will also make a good talk. Examples from past classes are "Island Waterfowl", "Australian Waterfowl", "Eiders in Trouble", or "Management of Snow vs. Ross Geese". If you're having problems selecting a topic please see me. our discussions in class should generate lots of ideas. The paper should be about 8-10 pages in length excluding literature cited. Double space your paper, size 12 type, and 2.4 cm margins. Maximum 50 pts for the paper. Be sure to start early enough that you can get materials from interlibrary loan where necessary. **Research papers are due on November 20th** by 5:00 PM with a 1 pt per day or part of day penalty thereafter.

### 8. Waterfowl Symposia

During our lab classes "Waterfowl Symposia" students will present talks on the interesting topics they selected. These will be scheduled during the last month of classes. Those receiving graduate credit should prepare 15-20 minute presentations while those receiving undergraduate credit are to speak 10 - 15 minutes. Each student will provide an abstract of his or her paper to members of the audience. Power point presentations will be used. Speakers should hand out an abstract of their talk to the audience members at the time of the presentation. Maximum points=50. Attendance at these Waterfowl Symposia will count 5 pts each day.

### 9. Field Trips

We will be taking a 3-day field trip (Sept 16 – 18) to Agassiz National Wildlife Refuge in northwestern Minnesota. We will be assisting Agassiz personnel in their duck banding efforts and we will also learn about Refuge management in light of its position in the landscape and hydrologic connections. Agassiz, at about 62,000 acres is one of the

largest National Wildlife Refuges in the nation and offers an excellent opportunity to learn about refuge management.

We also will take one long (1 week) field trip to visit National Wildlife Refuges and State Waterfowl Management Areas from the breeding areas of South Dakota to migratory and wintering areas in Iowa, Missouri, and Arkansas. You will maintain a Field Trip Log/Diary of your experiences on this trip. Tentatively, we will depart on Oct. 24<sup>th</sup> (Hobo Day) and return on October 31st. We will be guests at Private Duck Clubs and National and State wildlife areas – so please be on your best behavior! Upon return from our long field trip you will write a 3-4 page (double spaced, size 12 type, and 2.4 cm margins) paper summarizing your experiences from the trip and outlining the major waterfowl habitat management activities we will observe. **You will submit both your paper and your Field Trip Log/Diary by November 24<sup>th</sup>.** You will be penalized 1 point per day for late submissions.

Those enrolled for undergraduate credit will not be required to attend the field trips and will not be responsible for, nor graded on the products of the trips (field trip log/diary, and field trip report). We will also go one or more short (1/2 day) local field trips to observe local waterfowl, wetland habitats, and waterfowl management activities.

Field trip excuse slips will be provided for those who need them.

#### **10. Freedom in Learning:**

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

### **Department of Wildlife and Fisheries Sciences**

#### **Academic Dishonesty Policy**

**(Revised Nov. 2000)**

The Department and the University have taken a strong and clear stand regarding academic dishonesty. We believe that it is unethical and unprofessional to present work done by others in a manner indicating that the student/s is/are presenting material as his/her original ideas or work; such activity is academic dishonesty. Plagiarizing or knowingly assisting others in plagiarizing on tests, quizzes, problems, assignments, research papers, theses, dissertations, or other academic activities is unacceptable behavior. All academic work completed by students is expected to be the original work of that individual student, unless permission is specifically granted beforehand by the

faculty member for some form of team effort or other format. If students are unsure if a particular activity may be regarded as a form of academic dishonesty they should consult the faculty member before undertaking such an activity.

The University has a policy on academic honesty, procedures for academic grade and dishonesty appeals, and sanctions for such activities (see Student Code). The Student Code has **different** procedures for undergraduate and graduate students.

The Department policy described in this handout is intended to attempt to address perceived academic dishonesty violations between the faculty member/s and student/s **before** Student Code procedures are implemented. This is done because under Student Code procedures the **minimum** penalty for academic dishonesty is Disciplinary Probation. These added Department steps (Steps 1, 2, and 3 of the Undergraduate Student and Graduate Student Procedures) should not be construed as an attempt to circumvent the Student Code system; both students and/or the faculty member have the option to go directly into that system. The Department procedures portion of this policy is only available to a student one time; any second perceived offense will immediately follow the Student Code procedures.

### ***Undergraduate Student Procedure***

1. When a student/s is/are determined to have broken the Academic Dishonesty Policy, he/she will be notified **verbally** by the faculty member involved as to the problem and sanction selected. This is similar to procedures 02:02:01:03 and 02:02:01:04 in the Student Code. The faculty member will do this immediately after the perceived violation occurs. Sanction options available to the faculty member are as follows:
  - a. provide the student/s a grade of zero or some other score on the test, quiz, problem, assignment, or other academic endeavor involved;
  - b. provide the student/s a grade of “F” in the course;
  - c. request that the student/s withdraw from the course;
  - d. request that the student/s change the grading for the course to an “audit”;  
or
  - e. immediately refer the case to the Student Code procedures.

The sanction selected is at the discretion of the faculty member, based on the seriousness of the situation.

2. If the student/s agrees to the sanction proposed by the faculty member the process is completed.
3. If the student/s does not agree to the sanction proposed by the faculty member, he/she has the right to appeal the faculty member’s decision. This **Informal Phase Appeal** should be made directly (**both verbally and in writing**) to the faculty member involved within 5 class days of notification or within 7 calendar

days of notification, if the incident is at the end of the semester. The faculty member may then modify or leave unchanged the sanction proposed in step 1. A copy of the student's **written appeal** and the faculty member's **written response** will be sent to the Department Head so that a confidential record to protect the student/s and the faculty member is established. The student/s written appeal and faculty member written response will be secured in the student's file until graduation or he/she leaves the program; if no further perceived violations have occurred these materials will be purged from the student's file.

4. If the student/s is/are still dissatisfied with the decision he/she can appeal to the Department Head. This **Informal Phase Appeal** should be made **verbally**. The Department Head will utilize this verbal appeal and the written student appeal and faculty written response described in step 3 to reach a decision. (These are steps 02:02:01:05, 02:02:01:06, and 02:02:01:07 in the **Informal Phase Appeal** process described in the Student Code).
5. If the student/s and faculty member agree with the Department Head's decision, the process is completed. Up to this point, no one other than the student/s, faculty member, and Department Head has been made aware of the situation.
6. If the student/s or faculty member is/are dissatisfied with the Department Head's decision they can enter the **Formal Phase** of the Student Code process (Student Code 02:02:02). It is the responsibility of the faculty member and student/s to be aware of the procedures and penalties involved.

### ***Graduate Student Procedure***

1. Same as Undergraduate Student Procedure step 1, except that the student's advisor and/or Advisory Committee **may** be involved (see Student Code 02:05:01:02, 02:05:01:03, and 02:05:01:04).<sup>1</sup>
2. Same as Undergraduate Student Procedure step 2, except that the student's advisor and/or Advisory Committee **may** be involved (see Student Code 02:05:01:02, 02:05:01:03, and 02:05:01:04).
3. Same as Undergraduate Student Procedure step 3, except that the student's advisor and/or Advisory Committee **may** be involved (see Student Code 02:05:01:02, 02:05:01:03, and 02:05:01:04).
4. If the student/s is/are still dissatisfied with the decision he/she can **verbally** appeal to the Graduate Dean. (These are steps 02:05:01:05, 02:05:01:06, and 02:05:01:07 in the **Informal Phase Appeal** process described in the Student Code.)

5. If all agree on the proposed sanction at this point, the process is completed. Up to this point, no one other than the student/s, faculty member, Graduate Dean, and possibly the student's advisor and Advisory Committee has been made aware of the situation.
  
6. If the student/s, faculty member, advisor, or Advisory Committee are dissatisfied with the Graduate Dean's decision they can enter the **Formal Phase** (Student Code 02:05:02) of the Student Code process. It is the responsibility of the student/s, faculty member, and student's advisor and Advisory Committee to be aware of the procedures and penalties involved.

<sup>1</sup>The student's advisor and/or Advisory Committee **may** be included because items other than class work could be involved.