

CLASS	Psychology / EEB 454: Animal Communication		
	Tue / Thur 4:05 – 5:20 pm HSS 205		
INSTRUCTOR	Todd Freeberg	<i>he/him</i>	974-3975 tfreeber@utk.edu Austin Peay 211
Student Hours	Wed 9:00 – 10:00 / 11:00 – 12:30 F2F, Zoom, email, or telephone		
	Other times to meet f2f or virtually – you bet, just contact me!		
GRADUATE TEACHING ASSISTANT	AJ Castaneda acastane@vols.utk.edu Student hours T/R 2:45 – 3:45 Mossman 335		
	Please email AJ when you plan to be there so he can meet you at the security door!		
TEXT	Bradbury JW, Vehrencamp SL (2011) <i>Principles of Animal Communication, 2nd Edition</i> . Sinauer.		
	Useful website for book at www.sinauer.com		

COURSE DESCRIPTION

In Psychology/EEB 454, we will critically analyze theories and research in the study of animal communication. Work in this field is aimed at uncovering the mechanisms, development, function, and evolution of communication systems in non-human animals (and in our own species). As a student in the class, you will be engaged to think critically about the course material. We want you to do well in the class, and we will work as hard as we can to help you do well in the class. As part of the aims of the course, you will also be working with information from the primary scientific literature to understand material in the class.

PRONOUNS

I use the pronouns he, him, and his. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect. I encourage all students to share not only their names but their pronouns.

DIVERSITY STATEMENT

The faculty, students, and staff of the University of Tennessee's Department of Psychology (your instructor's home department) view diversity, multiculturalism, and social justice as fundamental ethical, societal, and scientific values. We must be inclusive and diverse in order to foster outstanding research, scholarship, and psychological practice, and to work, thrive, and lead in an increasingly multicultural and global society. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status. Consistent with our Strategic Plan 2020, our Diversity Plan seeks to “[a]ctively promote diversity & inclusion in our local, regional, national, and global communities.” Further, we seek to: create and sustain a welcoming environment, recruit, retain, and support a diverse body of students, staff, and faculty, prepare students to conduct research, teach, practice, and advocate in a diverse world, foster research that is multiculturally-informed, and develop and strengthen campus and community partnerships to further inclusion and social justice.

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

COURSE OBJECTIVES By the end of the semester, we will be able to:

- use scientific reasoning to interpret behavior [Scientific Inquiry and Critical Thinking]
- demonstrate literacy in scientific approaches to communicative behavior [Scientific Inquiry and Critical Thinking]
- engage in integrative thinking and problem-solving [Scientific Inquiry and Critical Thinking]
- demonstrate effective writing for different purposes [Communication]
- interact effectively with others [Communication]
- describe key concepts and overarching themes in behavior [Knowledge Base in Psychology and Ecology & Evolutionary Biology]

ASSESSMENT OF LEARNING We will assess how well course objectives are reached with:

- ~ every other class reading assessment over the assigned material (short pop-quizzes)
- mid-semester tests (tests over assigned reading and material covered in class)
- cumulative final exam

DISABILITY SERVICES

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

ACADEMIC CONDUCT AND THE HONOR STATEMENT

If you have not already done so, consult the “Academic Policies” section of your UT 2022-2023 Undergraduate Catalog and the “Academic Affairs” and “Academic Conduct” sections of the HillTopics 2022-2023 Student Handbook. Briefly, by all means work with others in the class to learn the material – a great way to know if you have learned the material is whether you can successfully teach it to someone else. However, **when it comes time to work on your tests, do your own work.** Understand the consequences if you are caught cheating – at minimum, a 0 on the test; likely an “F” in the class.

“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity” (from HillTopics).

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ANNOUNCEMENTS AND READING ASSIGNMENTS

The schedule and reading assignments contained in this syllabus are subject to change. You are responsible for all announcements concerning changes in the course outline, readings, assignments, exams, and other matters made during class periods, whether or not you are in attendance when those announcements are made. Reading assignments for each class are listed in the course outline below.

COURSE OUTLINE

Date	Topic	Assigned Readings (B&V 2011)
R 08-25	Introduction	Syllabus
T 08-30	Basics of communication	Ch. 1 (all)
R 09-01	xxxx	Zoom meeting due to football game
T 09-06	Acoustic communication I	Ch. 2 (all)
R 09-08	Acoustic communication II	Ch. 3 (65 - 83)
T 09-13	xxxx	
R 09-15	Short-range modalities	Ch. 7 (235-257)
T 09-20	Chemical communication	Ch. 6 (193 - 221)
R 09-22	TEST ONE	
T 09-27	Information & Coding	Ch. 8 (279 - 293, 318 - end)
R 09-29	Models & Economics	Ch. 9 (325 - 331, 341 - end)
T 10-04	xxxx	
R 10-06	No class [great Motörhead song] - October break	
T 10-11	Signal Evolution	Ch. 10 (375 - 397)
R 10-13	Why are Signals Reliable?	Ch. 10 (397 - end)
T 10-18	xxxx	
R 10-20		
T 10-25	TEST TWO	
R 10-27	Communicating in conflict	Ch. 11 (421 - 425, 436 - end)
T 11-01	Sexual communication	Ch. 12 (all)
R 11-03	xxxx	
T 11-08	Social communication	Ch. 13 (all)
R 11-10	'Environmental' signals	Ch. 14 (561 - 598)
T 11-15	xxxx	
R 11-17	Guest Speaker - Dr. Sarah Lamer	readings t.b.a.
T 11-22	Language & human communication	Ch. 16 (679-689)
R 11-24	No class - Thanksgiving / Native American Heritage Day break	
T 11-29	Communication Networks	Ch. 15 (611 - 617, 630 - end)
R 12-01	TEST THREE	
T 12-06	Semester Wrap-Up	

FINAL EXAM = THURSDAY 15 DECEMBER FROM 1:00 - 3:15 PM IN OUR CLASSROOM

xxxx: indicates supplemental readings from the science literature that will be posted to Canvas at least a week before the class in which they will be discussed

GRADING

READING ASSESSMENTS In at least half the classes where readings are assigned, you will have an unannounced assessment of the reading. These short ‘pop-quizzes’ will be mostly multiple-choice, often with one short open-ended question or fill-in-the-blank. This will be graded on a 150 point scale and will depend on the total points you obtained on reading assessments divided by the total points that were possible. For example, if by the end of the semester we have 120 total points possible on these reading assessments, and you got 105 of those points, your grade would be $(105/120) = 0.875$ and 0.875 on a 150 point scale is $(150 * 0.875) = 131.25$.

TESTS / FINAL EXAM There are three tests during the semester. Test Two and Test Three will heavily emphasize the material since the last test, but may also require you to synthesize information from earlier in the semester. Each test will be a mix of multiple-choice and short open-ended questions, and will be worth 100 points. The final exam will be primarily multiple-choice and will be cumulative.

Regarding Make-Up Tests – Make-Up tests will be given only in special circumstances, which may include the death of an immediate family member, your hospitalization, or a student athlete or performer being absent from a test due to commitments with the University.

<u>POINT BREAKDOWN</u>		Reading Assessments	150		
		Tests (3 @ 100 points each)	300		
		Final Exam	150		
		<u>TOTAL POINTS = 600</u>			
<u>SCALE</u>		A	558 – 600	A-	540 – 557
B+	522 – 539	B	498 – 521	B-	480 – 497
C+	462 – 479	C	438 – 461	C-	420 – 437
D+	402 – 419	D	378 – 401	D-	360 – 377
		F	< 360		

NOTE: This is a standard 90-80-70-60% grade cutoff. The border between grades is firm.