ANIMAL BEHAVIOR
ZOO-4513

SYLLABUS CONTENTS

GENERAL INFORMATION........................................................................................................2
  Textbooks ...............................................................................................................................2
  Phones & computers in the classroom ..................................................................................2

GOALS OF THIS COURSE.....................................................................................................2
  Further Musings: ...................................................................................................................2
  How to write your professor: ...............................................................................................3
  Suggestion Box: ....................................................................................................................3

WORK REQUIRED OF YOU THIS TERM ...........................................................................4
  Readings ...............................................................................................................................4
  Daily Quizzes ........................................................................................................................4
  Discussion Papers ...............................................................................................................4
  Review Paper .......................................................................................................................4

GRADES ..................................................................................................................................7
  Grade Scheme: .....................................................................................................................7
  Numeric Grade Equivalents: ...............................................................................................7
  Grade Appeals: ....................................................................................................................7

DISCUSSION CLASS .............................................................................................................8
  What constitutes a good paper choice? ................................................................................8
  Three step process for finding a good paper to review: .....................................................9
  Assigned Discussion Class Papers ......................................................................................9
  How to write a good critical summary ...............................................................................9

SAMPLE CRITICAL SUMMARY (this one from a cell bio class I taught last fall): ..........10
  What is good about this critique? .......................................................................................10

YOUR REVIEW PAPER ........................................................................................................12

PLAGIARISM AND CHEATING ............................................................................................16
GENERAL INFORMATION
Location Student Acad Success Center 251. Tues-Thurs 9:30-10:45. Don’t be late.

Professor Philip Stoddard
(who is just as happy being addressed by his first name, but do not call him “Stoddard”)

office hours: after class (Not before class, please!)
office: AHC 1 bldg, room 219C
tel: 305-348-0378
email: stoddard@fiu.edu
mailbox: OE 176, front office.

Textbooks
Required:

Optional but useful:
Jan Pechenik, *A Short Guide to Writing About Biology*
Optional if you really want to learn to write:
Joseph Williams, *Style: Lessons in Clarity and Grace*

Phones & computers in the classroom
All phones turned off or silent. Ringing telephones may cause me to start dancing (not good). If you have to take an urgent call, please step outside quietly.

I will allow you to use hand-written notes on daily quizzes, but not a computer, phone, tablet, or printouts, so take notes on paper.

GOALS OF THIS COURSE
First, I expect that anyone taking a senior-level course in animal behavior will learn enough about the subject that they could attend a professional conference on the subject (e.g., the annual meeting of the Animal Behavior Society) and understand most of the presentations. Second, and more important for most of you, I have designed this course to help you advance significantly in your ability to analyze information and explain it in written form to others. If these goals are not acceptable to you, please run (do not walk) to the nearest exit. The reports on Rate My Professor are accurate. If you are looking for an easy grade, escape now. Students who make it through this course (about a third run for the door) insist it was a lot of work and more than worth the effort. Your choice, but you were warned.

Further Musings:
Science involves the integration of fact, observation, theory, and method, a process that depends on the use of knowledge as tools. Science is as much the use of those facts as the ownership of them. A scientist must be able to organize and analyze information, and to communicate effectively with both the written and spoken word. (What do you suppose this means for you as a student in my class?)
Suggestion Box:
Suggestions on how to improve the course are welcomed at any time. All constructive criticism will be taken seriously. I would prefer if you stopped in and told me what’s on your mind, but you can also stick anonymous notes in my mailbox if you are feeling shy. I see this course as a partnership. It incorporates the suggestions of many classes of students who took the course before you. I am responsible for running the course but you are responsible for getting a good education. You will profit if you give me feedback at every stage of the course. If you think of a better way to do something, tell me. If you are confused about something, ask me. If I have been unfair, unreasonable, inhumane, or insensitive, tell me. If you wait until the end of semester review to tell me what needs to be changed to help you learn better, you don't benefit from your feedback. It's your education! And speaking of which,

"A college education is not a quantitative body of memorized knowledge salted away in a card file. It is a taste for knowledge, a taste for philosophy, if you will; a capacity to explore, to question, to perceive relationships between fields of knowledge and experience."

A. Whitney Griswold, president of Yale University
WORK REQUIRED OF YOU THIS TERM

Readings
Assigned readings in Alcock and various scientific papers.
Readings assigned for a given date must be done before class to pass the daily quiz.

Daily Quizzes
Taken during the first 10 minutes of class (don’t be late!). Each quiz is a single question that you must answer with a short, concise, and coherent paragraph. **Think lots, write little.** Quiz questions cover concepts and details from the readings and lectures. I give no make-ups but you can miss three quizzes with impunity because I drop the lowest three scores (one for each of your grandmothers’ funerals). If your observance of religious holidays will require you to miss class, please notify me at the beginning of the semester so I can accommodate your needs. Absence for other serious obligations (e.g., graduate school interviews, surgery) can be negotiated when they arise. If you want excused time off to vacation in Barcelona, forget it (unless you take me along). And I don’t want to hear about campus parking or Miami traffic – you’re not a freshman – leave home earlier. But if you have a fever, chills, vomiting, or uncontrollable flow of matter pouring from your respiratory or digestive systems, text me (305-342-0161) but do not come to class and expose your classmates (nobody ever wrote a good quiz answer in that condition anyway).

Discussion Papers
Write summaries of scientific papers, 12 in all (described later).

Review Paper
You will write a review paper on some topic. The most interesting reviews of animal behavior address some combination of Tinbergen’s 4 areas: mechanism, function, development, & evolution. You should pick a conceptual topic that interests you (e.g., "Infanticide") rather than a general monograph about some organism (e.g., “Behavior of Great White Sharks, Behavior of Horses”, or “Our Friend the Dolphin”). Also, I’m really tired of reading about these perennial topics: Mating behavior/social organization of the great apes, predation behavior of large cats, stranding by whales/dolphins, and anything to do with pets (excepting genetics of dog behavior). You might need to restrict your focus to a topic in some group (e.g., “Infanticide in Rodents”) but don't get too narrow (e.g., “Infanticide by Prairie Dogs”). Your paper should be about 12-15 pages double-spaced. The articles in Annual Review of Ecology and Systematics are good examples of review papers. To give you a feel, the following are some sample topics that students have written about in the past:

Examples of review paper topics from prior years
- Sex differences in memory and use of space
- Regulation of sexual selection by predators
- Learning, memory, and foraging
- Observational learning
- Mechanisms of global orientation in migratory animals
- Molecular basis of individual recognition
- Limits on evolutionary arms races between predators and prey
- When are signals honest?
- Why and how females choose the sex of their offspring
- What do females gain by extra-pair copulations? A review of theory & data
- When animals choose mates for “good genes”, what do they really get?
- Ant colonies as super-organisms
- Risk-sensitive foraging
- Reversed sex roles – when males are choosy
- Reproductive competition among females
- How mammals recognize their relatives
- Self-medication in non-human animals
- Epigenetics of behavior

I’m not suggesting you pick one of these topics but they should give you an idea of the intellectual scope I’m hoping for.

Between scientific papers, and term papers, you will do a fair bit of photocopying or printing, probably about $20 worth by the time the semester is over. You can think of this expenditure as a cheap textbook.
IMPORTANT NOTES ON WRITTEN ASSIGNMENTS:

1a. Keep a computer image of anything you hand in.

1b. Back up your course-related computer files on separate media every day.
Make a second copy of your coursework files and keep that copy far from your computer – the Cloud is good. Computers get stolen or break. Flash drives fail without warning. Printers run out of ink (buy an extra black cartridge now). Computer related problems always occur the night before an assignment is due and DO NOT constitute a valid excuse for lost assignments or delayed submission.

2. Please type (Times New Roman 12 point).

3. Use your spell checker, and your grammar checker (e.g., the one in MS Word).

4. Stuff you hand in needs only your name & date
Unless you are one of 92 FIU students named Jennifer Perez, omit your student number. Definitely omit my name.

5. Anything due is due when you hand in your daily quiz (except discussion papers which are due at the end of discussion class). Don't wait for me to ask for your assignment, just bring it up to the front of the room and set it on the table in a pile. If you come in really late and I'm already lecturing, wait until the end of class.
An assignment handed in after the due date loses 1 grade point.

If you have a medical reason for late submission, please do not prostrate yourself; submit a written note in lieu of the item due. If you have an appointment, travel obligation, grad school interview, or religious holiday, you can submit your work early.

Incompletes require a medical excuse or a major natural disaster; procrastination and being overwhelmed don't count. You must have completed 75% of the work in good standing to be eligible for an incomplete.

6. All submissions must be on paper, but you must also submit online to Turnitin before class.
Turnitin runs these files through a series of computerized searches that reliably detect plagiarism (see p. 19). You can look to see your plagiarism score, and see what Turnitin flagged as suspect. I will look too.
GRADES
I am a fair grader, neither easy nor capricious. The grade you receive will be based on
the objective quality of your written work rather than the effort you expended. I award
partial credit for work that addresses the issue partially, but a big fat zero for a page of
writing that misses the point entirely. It follows, therefore, that you must learn to express
yourself clearly in writing to do well in this course. The same is true for the entrance
exams to graduate and professional schools, and probably your future profession as well.
The good news is that I give you lots of opportunities to hone your skills.

Grade Scheme:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Daily Quizzes</td>
</tr>
<tr>
<td>30</td>
<td>Discussion paper reviews</td>
</tr>
<tr>
<td>30</td>
<td>Review Paper (in parts)</td>
</tr>
<tr>
<td>(2)</td>
<td>Topic choice (easy points for choosing a topic ON TIME)</td>
</tr>
<tr>
<td>(3)</td>
<td>Bibliography</td>
</tr>
<tr>
<td>(3)</td>
<td>Preliminary Outline (1 page, hierarchical format)</td>
</tr>
<tr>
<td>(7)</td>
<td>Final Outline in hierarchical format (includes all details, refs, appendix)</td>
</tr>
<tr>
<td>(20)</td>
<td>Final manuscript (will not be accepted unless you have submitted your final outline first)</td>
</tr>
</tbody>
</table>

100

Numeric Grade Equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>let’s not even go there</td>
</tr>
</tbody>
</table>

Grade Appeals:
Requests for recalculation of exam scores or reevaluation of grade must be made in
writing and accompanied by the item in question. Recalculation of a grade is simple. To
request an increase in an assigned score, submit a typed explanation of how your original
submission fully and cogently addresses the question asked. If you don't agree with my
reevaluation, come talk to me in my office.
**DISCUSSION CLASS**
These six classes will be devoted to a more engaging discussion than the lecture format permits. The topics are in the schedule.

1. Read the assigned readings in the textbook, then read the paper I have assigned you from the primary literature (primary literature presents original data).

2. Find a second paper on that topic in the library. Pick one that relates meaningfully to the first (see below). Your choice will be graded.

3. Make a photocopy of your paper including the **all** the citations at the end. Write your name at the top of the first page.

4. You will write 2 critical summaries, one of the first paper, and a second one explaining how the 2nd paper expanded your understanding of the topic of the first paper. I will collect these summaries at the end of the discussion class along with the photocopy of your chosen paper. See instructions on the next page for critique format.

5. The day of the discussion class, students will divide into small groups (4-6) to engage in meaningful discussion of the papers. We usually meet in the Graham Center Atrium (glassed in room on North side).

6. The first 30 minutes will include discussion of the assigned paper and your individual papers. At that point I will hand out the quiz. You may discuss the quiz within your group, or between groups. Written answers are individual: all discussion must stop when you begin to write.

**Grade scheme for critical summaries and paper selection:**
- Quality "as expected" = 3 points, +/- a point for better or worse than expected.
- Paper selection, as expected = 2 pts.
- Anything handed in late will not be accepted.

**What constitutes a good paper choice?**
- a) It should address or inform the topic of the assigned discussion paper.
- b) It must be primary literature, not a review (i.e., it should contain the following sections: introduction, methods, results, discussion).
- c) It should be intelligible and interesting to you.
Three step process for finding a good paper to review:
1. Read the assigned reading for this topic first.
2. Read the assigned discussion paper (see next page).
3. Check the references in the discussion paper, the textbook, and recommended further readings at the end of the textbook chapter. Look for papers by those authors or other papers mentioned in the discussion paper, especially papers published since the readings were published. Important sources for papers references include scientific databases accessible through the FIU library web site. Search these online indices, available through the library web site under “Articles”

   Web-of-Science
   A slow search engine, but comprehensive.
   John Alcock used Web-of-Science to research his textbook.

   PubMed
   Comprehensive for anything vaguely biomedical.
   Good for mechanisms of behavior.

   Google Scholar
   Broad and amazing.

   Scientific Citation Index
   Contained within the Web-of-Science, the SCI lists every scientific paper published, how often each paper has been cited and by whom. See Pechenik’s book for help with the SCI.

Assigned Discussion Class Papers
See online listing for PDF downloads.

How to write a good critical summary
Read what Pechenik (A Short Guide to Writing About Biology) has to say about writing and critiquing.
Read the paper once through, making sure you understand ALL the figures.
Then read it again, taking notes as you read. Pechenik has good hints on taking notes.

Format for critical summary
1. Your name
2. Full and correct citation of the paper thus:
   Author (year published) Paper title. Journal Name volume: pages
   for example:
3. Purpose of study including the big question asked or the hypothesis tested.
4. Brief summary of those methods & data that pertain to the question.
5. What the results mean in terms of question asked or hypothesis tested.
6. Questions or ideas you have about any of the above.
Length
Critical summaries should be about 2 pages long, typed, double spaced, left-justified, 12 point Times New Roman.
PROOF READ & SPELL CHECK.
Staple or paper clip pages together – don't dog-ear.
Include as the last item, the photocopy of paper you chose but not the photocopy of the paper I assigned.

SAMPLE CRITICAL SUMMARY (this one from a cell bio class I taught last fall):

**Nucleolus disruption to promote p53, a possible anti-cancer therapy**
Critical summary by Pablo Escribar, 28 Oct 2014


Until recently the nucleolus was an overlooked cellular organelle known mainly for its role in building ribosomes. In the past decade, the nucleolus has become the focus of intense attention for its role in cancer prevention. Among the many known jobs of the nucleolus is controlling the amount of p53 in the cell. p53 is a protein that protects the cell from cancer in different ways. At low concentrations p53 initiates DNA repair, while at higher concentrations it halts the cell cycle or induces apoptosis. The cell makes and degrades p53 constantly, but if the nucleus fails to function properly, p53 is not degraded and accumulates to a threshold where it triggers apoptosis to kill the cell. Key to this process is a mechanism that senses cellular damage and shuts down degradation of p53.

Rubbi and Milner (2003) proposed that the nucleolus functions as a stress sensor in charge of keeping levels of p53 low. Under their hypothesis, stress or damage to the nucleolus would impair its function of degrading p53 and thereby allow p53 to accumulate. By showing that nucleolar structures are present in cells both with and without treatment with p53 inducing agents, the researchers established that nucleolar disruption is independent of p53 induction. The researchers then determined that UV radiation, which results in DNA damage, is not sufficient to cause stabilization of p53. They compared p53 levels of cells in which the entire nucleus was UV-irradiated,
disrupting all nucleoli, to cells that were partially radiated through filters with tiny holes allowing some nucleoli to survive. Whole-nucleus radiation caused the stabilization of p53 while the partial nuclear radiation did not, indicating that a few functioning nucleoli are sufficient to perpetuate constituent degradation of p53. Disruption of nucleoli with antibodies for upstream binding factor (UBF), a protein necessary for rDNA gene transcription, Rubbi and Milner again showed that nucleolar disruption stabilizes p53. The results are conclusive: disruption of the nucleolus slows the degradation of p53.

This study sets the groundwork for a novel line of anti-cancer therapies. To apply these findings to a cancer cure future research should seek ways to selectively disrupt the nucleoli of cancer cells and activate p53-dependent apoptosis without wholesale destruction of healthy cells.

What is good about this critique:
1. The critique reads like a sandwich: Starts with context, meat of the paper on the inside, concludes with the meaning of the study. Any educated reader can get the whole picture. Who knew cell biology could be so clear?

2. The methods are presented simply, with enough detail to get the gist of the experiment, but without belaboring small details not critical to the interpretation. The key results constitute the bulk of the paper.

3. The writer wraps up the critique with an explanation of what the paper means, and a suggestion of future work needed to advance the findings. Had the reader found problems or shortcomings with the paper, these could have been explained as well.
YOUR REVIEW PAPER

Evaluation Criteria

Research
Thoroughness of your library research
25% of grade
You should cite a MINIMUM of 20 PRIMARY PAPERS
40 would not be surprising.
If you can't find 30 papers to read on your topic, choose a different topic.

Critical analysis of material
25% of grade
Don't just accept something because an author said so.
Are the results justified?
Can you identify controversies in the field?
Do other authors disagree?
Where is the field going?
What big questions remain?

Writing
organization, focus, clarity
25%
quality of written English
15%
scientific style
10%

To be handed in
(typed double spaced of course)

1. Paper proposal
   a. Topic of your paper
      Select a topic that
      Is interesting to you.
      Has enough written on it to make a good review
      see #2 below
      Is neither too broad nor too narrow.
      You can work up and down the chain of breadth until you find a topic which works, e.g.,
      Parental care
      Parental care in vertebrates
      Parental care in aquatic vertebrates
      Parental care in fish
      Parental care in teleost fishes
      Parental care in cichlid fishes
      Parental care in Rift Lake cichlids
      Parental care in the genus Astatotilapia
      Is not centered on charismatic mega-fauna (I’m sick of reading about them!):
      dolphins, whales, sharks, horses, big cats, wolves, domesticated animals of any sort.
   b. Number of relevant papers you have found on the topic.
2. Bibliography
Preliminary list with full citations a MINIMUM OF 50 SOURCES
   Must be in peer-reviewed journals or books
   At least 75% must be in journals
   Popular magazines do not count.
   Format in the style of a standard scientific journal.
   See chapter 4 Pechenik’s “A Short Guide to Writing About Biology”

Use this simple bibliography format:
   Beecher MD, Stoddard PK, Campbell SE, Horning CL
   (1996) Repertoire matching between neighbouring
   song sparrows. Animal Behaviour 51: 917-923

I STRONGLY ADVISE you to try ALL of the strategies and online databases I list
above in the section on finding papers for Discussion Class. Be advised that missed
literature always counts against a scholar in his or her final works (i.e., your paper
and your grade).

Do not limit your search to FIU's holdings
   You will probably use interlibrary loan and UM library to obtain everything you
   need.
   Hint hint hint:
   Interlibrary Loan is SLOWWW so start early.

3. Preliminary Hierarchical Outline
   1 or 2 page overview of proposed review paper that outlines the scope of the paper,
   describing the topics to be covered and the order.

   Do you know what a hierarchical outline is?
   This section is an example of one.
   It was formatted automatically in “outline view” of Microsoft Word
   (selected in the “View” menu at the top).
   The easiest way to format such an outline is to use the outline mode of your word
   processor.
   The word processor's outline lets you
   move chunks of text aroundLe
   indent blocks of text
   collapse sections to see the big picture.

   Do you know what happens to your outline if it is not in a hierarchical format?
   I will give it back to you to do over!

4. Final Hierarchical Outline
   When complete, this outline will contain all the detail you need to write your final
   paper. Your full outline should include
   1. Everything fact and idea that will appear in the paper including citations for
      all factual material.
      If you put in everything, the number of pages will be about the same as your
      final paper.
2. Bibliography
   All materials cited (and only materials cited) must be listed here, alphabetized.

3. Appendix
   You must include an appendix consisting of a photocopy of the first page of every article or book chapter you cite.

Evaluation Criteria
   Overall organization
   Cohesiveness of topic
   Outline structure
     Use a hierarchical ranking from general to specific.
     Do not type out the text of a paper with gratuitous indentation.
   Inclusion of detail
   Thoroughness and depth of research
   Citation of factual material in published literature
   Critical analysis of material

5. The Final Paper
   Before starting, read Pechenik's book:
   Review Paper Style
     It must be written as a review paper
     For examples of good review papers, look at
       The Quarterly Review of Biology
       The Annual Review of Ecology and Systematics
       Trends in Ecology & Evolution
   Citations
     You must cite sources for all statements you make.
     Papers not cited do not appear in your final bibliography.
     Consult a paper in the journal Animal Behaviour for examples of how source material should be cited.
     Cite works in the text by author's name, rather than number,

   Use of quotes
     Quote an author's words directly only if the actual wording is critical, e.g., of historic note or controversial.
     Otherwise, paraphrase, but attribute the idea or finding to that author.

Paper Format
   Length
     10-15 pages of text double spaced
     not counting
     cover page
     bibliography
     figures
   Each page except the cover should have at the top
     Page number
     Your last name
   Cover page includes
     paper title
     your name
I don’t need your student ID number unless someone else in the class has the same name.

the date of print out
half page **summary** of your paper
No cute pictures

Tables and Figures
Should be of your own devising, not ones copied from the papers reviewed.

Literature Cited / Bibliography
Properly formatted, the word “**Bibliography**” at the top of the page so that Turnitin does not flag your bibliographic entries as part of the text.

Appendix
Same as for the full outline, you must include an appendix consisting of a photocopy of the first page of every article or book chapter you cite.

Bind with a single staple or paperclip in the upper left corner
No fancy binders.

Text formatting
Double spaced
Preferred fonts (serif fonts only)
   *12 point Times New Roman*

Margins
   *1.5" at left side (allows space for written comments), 1” at right*

Justification
   *left justify*
   *Do not fill justify*
PLAGIARISM AND CHEATING
I don’t know why students plagiarize: it’s so easy to catch and I have no sympathy for cheaters of any sort. But every semester some yoyo submits copied text. When they do, they usually fail the course, sometimes they are not allowed to graduate, they are often assigned hours of community service, and they don’t get into med school, vet school, or grad school.

Faculty at FIU have access to Turnitin, sophisticated plagiarism detection software. Its pattern-matching algorithms work extremely well and I know tricks to make it work even better. If you copy anything, even from another student, Turnitin will detect it. Students have copied from online sources such as Wikipedia: super easy to detect. Some students copy a passage from the Internet and then change a few words. This practice is so common it even has its own name, “Mosaic Plagiarism.” If you engage in mosaic plagiarism, Turnitin will catch it, and I will bust you for plagiarism.

Don’t even think about using an Internet paper mill – they’re in the licensed database.

Some students cheat intentionally, but plagiarism can also happen unintentionally. “UNINTENTIONALLY?? You mean I can get in trouble for something unintentional?” Indeed you can. If you pass off as your own creation the words or ideas of someone else, you are considered dishonest, whether you did so intentionally or not.

While taking notes from a published paper, students have transcribed the words of that paper’s author, then eventually forgotten that those words were not their own, and incorporated them directly into a manuscript. That will be flagged as plagiarism and I will bust you for doing this too.

Of course every word you write has been used before, but Professor Lou Bloomfield at the University of Virginia has discovered that the likelihood of two writers using six consecutive identical words of English is infinitesimally small unless one writer has copied from the other. How can you avoid this terrifying pitfall? Jan Pechenik’s book “A Short Guide to Writing About Biology” has a helpful section on how to take notes in a way that will avoid plagiarism. READ IT.

THE BOTTOM LINE ON CHEATING & PLAGIARISM:
If I determine that you have cheated or plagiarized (including but not limited to six consecutive words that are identical to someone else’s and not in quotes with attribution to their creator) I may be forced by the ethics of my profession to fail you in the course and report you to the university administration. You can come to my office and beg forgiveness – I will give you a tissue to dry your tears, I might accept your apology, but you will have already cost me a night’s sleep and I retain the option to send my report to the university’s office of Student Affairs on the form that follows…
Case #____________________________

FORMAL COMPLAINT

Alleging Academic Misconduct

Semester: ____________________________ Course ID: ____________________________

Complainant’s name: ____________________________ Faculty: ____________________________
Office Address: ____________________________ Staff: ____________________________
Office Phone: ____________________________ Admin: ____________________________

Charged Student’s Name: ____________________________ Phone: ____________________________
Address: ____________________________ Panther ID: ____________________________

I do hereby allege that the above-referenced student has committed the following act(s) or omission(s) of academic misconduct: (describe with specificity, indicating date, time, and place of occurrence, if known).

I have documentary or other evidence to substantiate these allegations:

Yes_______ if yes, please attach
No_______ if no, please explain basis for allegation(s)

I have met with the charged student on:__________

(Date)

I acknowledge my willingness to appear and testify in any formal proceedings about this matter.

_________________________                      ____________________________
Date                              Complainant

If you think this procedure sounds draconian, check out the following news article:
Indian Rebels Shoot Exam Cheats
BBC News Tuesday, 12 March, 2002, 16:52 GMT

Separatist rebels in the remote north-eastern Indian state of Manipur have shot a number of people suspected of helping students cheat in exams, according to police officials. At least seven people have been shot and injured in the past few days in what appears to be a draconian attempt to clean up the state's education system. The move has created panic among students, according to the Manipur police chief Abdul Ahad Siddiqui. Deputy police chief AK Parashar said the rebels were hoping to "win the sympathy" of local people who complain about government corruption.

The outlawed Kanglei Yawol Kanna Lup (KYKL) has said it carried out the attacks, saying it believed in quality education and would not allow anyone to get through exams by cheating. The KYKL is a separatist group fighting for an independent homeland for the Meiteis, the largest ethnic community in Manipur.

Two of the victims were exam invigilators, who were thought to be helping students frame their answers. Some were allegedly caught by militants as they tried to pass answers to students outside exam halls. According to Mr. Parashar, reaction from local people was muted because "many think the state's education system is rotten and there is a need for some drastic overhaul". "But we shall definitely not allow people to take the law into their hands," he added.
To be filled out and handed in
Information supplied on this sheet will not be given out to other students.

Name listed with FIU ________________________________
Name you want to be called if different ____________________
Student # ________________________________
email (write really clearly!) ________________________________
* Local address ________________________________
* Local phone number(s) ________________________________
  * How late you can be phoned if necessary ____________________
Permanent mailing address & phone if different from above
  __________________________________________

Class (e.g. junior, senior) ________________________________
Major ________________________________
Best language ________________________________
2nd best language ________________________________
What you want to do after you graduate ____________________

Biology courses taken ________________________________
  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

Other science courses taken ________________________________
  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

***

I have read the entire syllabus, I understand the rules and principles concerning plagiarism, and I promise to abide by those rules and principles.

________________________________________    ________
Your signature                      date