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Biology 2471b
Winter Term 2011

VERTEBRATE BIOLOGY

The People

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The Website

Biology 2471b has a WebCT website where course material, grades, and other information are presented.

Logistics

Students will have access to posted materials on line (WebCT). For lectures, there are 12 units, each with a unit outline, a pdf of the lecture notes, self-test questions, and .mov files of voice over powerpoint lectures. For laboratories, there are xx units, each with

Students must participate in the weekly meeting of their laboratory group (in WIMBA, a virtual classroom). We will take attendance, deducting marks for missed sessions, or for late arrivals to or early departures from the meetings.

Students must also participate in a weekly WIMBA class discussion. Students will lose 2 marks for each of these sessions they miss.

Essays and answers to exam questions must be submitted as .doc or .docx files to bfenton@uwo.ca and to Turnitin.com. Please name the files: `yoursurnameyourinitialassignment.doc(x)`. In other words Fentonbessay2.doc. Submit one file per essay (or exam).

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1.0 The Course at a Glance

Purpose of this course: to introduce the diversity and variety of vertebrate animals and illustrate their evolutionary history.

<u>component</u>	<u>role in course</u>	<u>student skills</u>
lectures (on line)	present broad overview illustrated by specific examples;	attention, recording information, assemble broad picture
text	augment lectures	read and compare
laboratory (on line)	practical illustration observation, of animals and diversity project design	writing & oral communication observation collaboration small group activity working in groups
essays	introduce animals and zoologists	writing, use of library use of scientific literature identification through intuitive and/or deductive reasoning

<u>GRADING</u>	<u>We look for:</u>
essays (20% of final grade)	accuracy, effective communication, follow directions <i>requires use of Turnitin.com via Course WebCT link</i>
laboratory (40% of final grade)	interest, enthusiasm, preparedness, attitude organization, team work, critical thinking, follow directions, original approaches and submissions
theory exams (40% of final grade)	specific knowledge about key concepts, developments and organisms a grasp of the broader picture

Our responsibility to present the information and try to answer questions

Your responsibility to gather and review the information and ask questions

Use the Course WebCT Website to access Turnitin link, obtain relevant notes, handouts and reference materials.

2.0 Important Dates in the Course

11 January 2011, essay 1 is due by 17:00 h EDT
25 January 2011, essay 2 is due by 17:00 h EDT
2 February 2011, mid term examination is posted at 10:00 h
11 April 2011, final examination is posted at 10:00 h

3.0 Introduction

The purpose of this course is to introduce you to the diversity and variety of vertebrate animals and illustrate their evolutionary history. Included is information about the lifestyles of animals as well as the relationships between structure and function. We will consider both living and fossil forms and survey the basic approaches to living across vertebrates. General topics for consideration include phylogeny and development as well as the systems involved in support, locomotion, feeding, digestion, circulation, communication, osmoregulation, gaseous exchange, reproduction and sensory operations (see tentative course schedule).

Six themes recur throughout the course: 1) parallel and convergent evolution; 2) adaptive radiation; 3) analogous and homologous structures; 4) cost: benefit ratios; 5) connectedness between systems; 6) zoogeography.

4.0 Goals

The course has 10 main goals:

- 1) provide students with factual and conceptual information about vertebrates, setting the stage for a better appreciation of the evolution and adaptive radiation;
- 2) allow students to practice their skills of observation, interpretation and note-taking;
- 3) provide students with the opportunity to hone their skills of observation to allow them to better appreciate the inner and outer workings of animals;
- 4) expose students to the wealth of information available in scientific journals that deal with zoology, while giving them opportunities to use various tools in their quest for specific information;
- 5) require students to practice writing about animals;
- 6) require team work
- 7) require spoken presentations.
- 8) provide a stimulus for planning and gaining control of your course work.
- 9) provide an opportunity to practice your organizational skills
- 10) expect students to follow directions about the: a) correct use and presentation of scientific names (and other terms); b) about citing material, whether in the text or in the Literature Cited (at the end of essays or laboratory reports); and c) the presentation of course material.

5.0 Tentative Course Schedule

<u>Week of January</u>	<u>Unit</u>	<u>laboratories - week #</u>
3	Setting The Stage Phylogeny	1. Introduction to On-Line Labs
10	<i>Desmodus</i>	2. Diversity of fishes
	11 January Essay 1 due by 17:00 h	

17	support	3. Case Study #1
	25 January Essay 2 due by 17:00 h	
24	movement	4. Diversity of amphibians & reptiles
31	feeding	5. Case Study #2
	2 February Mid term exam posted at 10:00 h	
<u>Week of February</u>		
7	circulation	6. Diversity of birds
14	gaseous exchange	7. Case Study #3
21	ski week	
28	excretion	8. Diversity of Mammals
<u>Week of March</u>		
7	reproduction	8. Bones, Introduction to Project
14	development	9. project - owl pellets (data collection)
21	nervous system	10. Project - owl pellets (data collection)
28	echolocation & flight	11. project presentations, written due
	11 April 2010 at 10:00 h ... final exam posted	

6. The Text Books

Students taking the course are strongly encouraged to read the two assigned texts, namely

Carroll, S.B. 2009. Into the Jungle. Great adventures in the search for evolution. Pearson Education, Inc, New York.

Shubin, N. 2007. Your inner fish: a journey into the 2.5 billion-year history of the human body. Pantheon Books, New York.

Students may also benefit from consulting appropriate reference texts about vertebrate biology, for example:

Hildebrand, M. and G. Goslow. 2001. Analysis of vertebrate structure, 5th edition. John Wiley & Sons Inc., New York.

Pough, F.H., C.M. Janis and J.B. Heiser. 2009. Vertebrate life, 8th edition. Benjamin Cummings, New York.

7. Weighting of Grades

- a) Essays = 20% of final grade
- b) Examinations [Mid term (15%) and final (25%)] = 40% of final grade
- c) Laboratories (sessions, participation, project presentation and report) = 40% of final grade.

To achieve a passing grade in the course, students must pass both examination and laboratory components of the course.

8.0 The Essays

The ESSAYS are intended to give you some in depth experience with particular animals, and with zoologists, while honing your skills at using the library to find information in scientific journals, and developing your writing skills. In calculating your final grade in the course, I will only count the two highest grades you received for the three essays.

The essay part of the course requires at least 2 submissions from each student, essays 1 and 2. Students who want to improve their essay grade can apply for permission to submit a third essay. Losing marks for not having followed directions will not be accepted as a reason for applying for permission to write a third essay. **Essays are due as follows:**

Essay 1 due on 11 January 2011 by 17:00 h (= 5:00 pm)

Essay 2 due on 25 January 2011 by 17:00 h (= 5:00 pm)

Essays must be submitted electronically to M.B. Fenton (bfenton@uwo.ca) as Word files, and electronically to Turnitin.com **via Course WebCT**

Each student is assigned two essay topics. Within 2 business days of posting of the grades for the second essay, students may ask permission to write a third essay by justifying their request. *Loss of grades for not following directions (about word counts, species names, citations) is not acceptable justification for asking permission to write a third essay.* Students who have permission to write a third essay will be assigned a third topic which will be due 28 February 2011 at 17:00 h.

Essays have three purposes: a) to give students practise in reading original scientific literature; b) to improve their facility in using library resources; and c) to give students practise in writing about science. Each essay must be 300±10 words (you must provide a word count that does not include citations). Your grade in the essay part of the course will be based on your two highest essay grades. Each of the first two essays is about a species of vertebrate, the third about a zoologist.

Below is a sample essay reporting information about a species. The sample indicates the format of the essay (double spaced with margins of at least 2 cm) and properly cited sources of information. Marks will be deducted for the grades assigned to essays not submitted in this format.

When grading essays I expect to find a story about the animal (or zoologist) that presents general information (what the animal is, how it fits into the classification of vertebrates, about its lifestyle, and where it occurs in the world) or, for the zoologist, the current business address. Most of the essay (~250 words), however, should present details drawn from the cited scientific paper (= paper published in a refereed journal; **not from a website, a book or an encyclopaedia**). Never from Wikipedia ... never. What did the study reported in the paper tell us about the species/or what did the zoologist discover? Similarly, for the zoologist, information about her/his

most recent papers. In presenting information from scientific papers, develop and follow a story line making sure that you answer the following questions about the papers you cite: a) what was the purpose of the study? b) what did the study reveal? The sources of general and specific information should be cited as in the sample essay.

When writing, use the active voice and present information in a clear and objective fashion, being careful to give credit where credit is due (= cite your sources). Imagine that your audience is students at your level of experience and education (as opposed to children, the "general public" or specialists in the area you select). Spelling and grammar matter!

Avoid losing marks for not following directions (★ below) - about essay format, about the presentation of scientific names, about sources and how to cite them correctly.
Guidelines

Please keep the following guidelines in mind as you research and prepare your essays:	Penalties
★1) provide a word count for your essay (yes, "a", "the", "and", etc. count as words). If your essay is longer than 300+10 words, you will lose 2 marks for not following the directions.	-2 marks
★2) be sure to underline all scientific names (e.g., <u>Myotis lucifugus</u>) or put them in italics (e.g., <i>Myotis lucifugus</i>). Failure to follow this guideline will cost you 5 marks (out of 10). The accepted abbreviation for a scientific name after you have presented the whole name, is the first letter of the name of the genus capitalized and followed by a period (e.g., <i>M. lucifugus</i>). Never write a scientific name as "the <i>Myotis lucifugus</i> " – a "the" is un-necessary.	-5 marks
★3) please cite the sources you use in preparing your essay (e.g., in text Jones 1983) and provide the full bibliographic citations for them at the end of the essay (as outlined in the models presented below). No essay should have more than three citations. Failure to heed these guidelines will cost you up to 5 marks (out of 10).	-5 marks
★4) although direct quotations must be specifically referenced (e.g., Jones 1922, page 2), you should never use them in an essay (or lab report in this course). Penalty for using quotations, 5 marks (out of 10).	-5 marks
5) please identify your essay with your name and student number (in the upper right hand corner of each page).	
★6) remember to double space your essay and ensure that you have provided 2 cm margins all around. Not heeding this guideline will cost you 2 marks.	-2 marks
★7) be sure to attach copies of the abstracts (summaries) of two of the scientific papers you have cited. Not doing so will cost you 3 marks.	-3 marks
8) no essay will have more than three citations.	

9) the review series, Mammalian Species is not a journal. If you are not sure about the “journals” you have selected for your essay, be sure to ask - two sources must be journals (not texts, web sites, encyclopaedias or reviews).

10) never use Wikipedia as a source

-5 marks

11) be sure to submit your essay text to **Turnitin.com**. If you do not

-10 marks

Sample Essay

Brock Fenton

Number xxy

Onychonycteris finneyi

Icaronycteris index is an exceptionally well preserved fossil bat from the Eocene (Jepsen 1966). Recovered from the Green River shales in Wyoming, this fossil demonstrated that fully developed bats were present by 50 million years ago. *I. index* was preserved in enough detail that Jepsen (1966) was able to examine the shoulder morphology and confirm that the animal could fly. *I. index* differed from most living bats in that it had a small claw on the second finger. Simmons et al. (2008) described *Onychonycteris finneyi* from the same deposits where *I. index* had been found. Although the two bats were about the same size, *O. finneyi* had a small claw on the end of each finger. The details of the shoulder structure of *O. finneyi* confirm that it, too, could fly. In the interim, other well preserved bats from Eocene deposits have been described from other parts of the world (Simmons and Geisler 1998) providing a glimpse of the bat fauna of the Eocene.

Predictably perhaps, well preserved fossil animals, including bats, are often placed in their own families. Many of the usual biological information, such as patterns and timing of reproduction, are not available for fossil species. Some of the Eocene bats from the Messel deposits in Germany are so well preserved that it is possible to determine what insects they ate (Simmons and Geisler 1998). Although it is clear that all of the well preserved Eocene bats could fly, there are different views about whether or not they could echolocate. Simmons et al. (2008)

used the structure of the malleus, the relative size of the cochlea, and the details of the stylohyal bone to argue that while *O. finneyi* did not echolocate, the other Eocene bats did. The Simmons et al. (2008) interpretation suggests that early bats could fly before they could echolocate. (304 words).

Jepsen, G.L. 1966. Early Eocene bat from Wyoming. *Science*, 154:1333-1339.

Simmons, N.B. and J.H. Geisler. 1998. Phylogenetic relationships of *Icaronycteris*, *Archaeonycteris*, *Hassianycteris*, and *Palaeochiropteryx* to extant bat lineages in Microchiroptera. *Bulletin of the American Museum of Natural History*, 235:1-182.

Simmons, N.B., K.L. Seymour, J. Habersetzer and G.F. Gunnell. 2008. Primitive early Eocene bat from Wyoming and the evolution of flight and echolocation. *Nature*, 451:818-821.

Heed the Following:

Each student has two individual essay assignments (posted on course website). Students with permission to write a third essay will be assigned a third topic. No two students have the same assignments. Be sure to write about the animal or zoologist assigned to you! Late essays, by definition any not submitted on time (= in class on due date), will not be marked but receive a grade of 0.

Turnitin.com

Plagiarism is a major scholastic offense (see Scholastic Offense Policy in the Western Academic Calendar) with penalties up to and including expulsion. Students must write their assignments in their own words. Whenever an idea, or a passage, is taken from another author, the debt must be acknowledged by using proper referencing such as footnotes or citations. Quotation marks should be used whenever a phrase, sentence or passage is copied verbatim; rewording or paraphrasing another's idea requires a citation only. The minimum penalty for an assignment that contains plagiarized material will be a grade of zero. Plagiarism checking software will be used on all essay submissions. Please read the information about plagiarism on the turnitin.com website.

I will use Turnitin.com to identify incidences of plagiarism. Be sure to submit only the body of your essay to Turnitin.com as citations would automatically appear as material copied from elsewhere.

On the Biology 2471z WebCT site there will be connections to **Turnitin.com** for submitting the text of your essay. Do not submit the citations as they will show up as copied from elsewhere.

Biology 2471b
ESSAY CHECKLIST

- _____ double-spaced with margins
- _____ scientific names are correct (italics or underlined)
- _____ word count is provided (does not exceed 310 words)
- _____ up to three citations
- _____ citations are correct (as per course outline)
- _____ copies of abstracts (only the abstracts) of two cited papers attached
- _____ name and student number on each page
- _____ no direct quotations
- _____ no footnotes
- _____ submit an electronic version of each essay to Turnitin.com
- _____ files in .doc or .docx format
- _____ did I follow the guidelines?

Finding Information

Whether it is for the essays, laboratory projects or any other use, finding the most relevant information can be a challenge. Surely, search engines such as Google® make it relatively easy to get started, but fine tuning your search to maximize the returns requires familiarity with the available tools, and practise. To make it easier for you to become accustomed to searching for information, Ms Linda Dunn from the Library has agreed to organize optional workshops. Please use the sign-up sheets on the WebCt site to register for these sessions.

There will be 6 information sessions in the following locations:

- Tues. January 4 11:30am-12:30pm in Kellogg Rm., Taylor
- Tues. January 4 12:30pm-1:30pm in Kellogg Rm., Taylor
- Thur. January 6 11:30am-12:30pm in Kellogg Rm., Taylor
- Thur. January 6 12:30pm-1:30pm in Kellogg Rm., Taylor
- Fri. January 7 11:30am-12:30pm in Kellogg Rm., Taylor
- Fri. January 7 12:30pm-1:30pm in Kellogg Rm., Taylor

The library research web guide is linked to the Browse by Program page off of the Western Libraries web page. It's accessed by clicking on Browse By Program --> Life Sciences--> Biology and see left navigation side bar.

Material covered during the information sessions: Linda Dunn will make sure students who attend walk out at the end of the session with at least 3 viable primary research articles from peer reviewed journals. Students will be introduced to and complete search strategies in the following resources: Zoology and Biology web resource pages, Integrated taxonomic information system, MSW, Mammalian Species (use to get to primary cited references & do a cited reference search on them in WOS), BIOSIS, Zoological Record (note: peer review sort of articles, access to chapters

and books on their species & and export to Refworks), Library Catalogue (keyword search for species name or genus if former is too specific which retrieves chapters on topic in handbooks), Refworks, and Ulrich's (to determine whether a journal is refereed).

There is a limit of 22 persons per session in the Kellogg Rm. Please use the sign-up sheet in WebCT to register for a session.

9.0 Examinations

There will be two examinations in this course. Each will challenge you to write up to 400 words on topics or questions relevant to vertebrate biology. When using material not covered in the lectures and laboratories, students must cite original sources (= papers in refereed journals).

Both examinations are open book/take home. For each examination, the question sheet will be posted on the WebCT site at the time and on the date specified. For the midterm examination, students must submit their written answers (in Word format) within 12 h of the time the question sheet is posted. For both midterm and final examination, students must post their answers to Turnitin.com.

Examinations give you the opportunity to use the experience, skills and knowledge that you have acquired in the course. In both examinations, you will be asked to use evidence of your choosing to address general principles in vertebrate zoology. This means that you will not be challenged to regurgitate many factual details, rather to use evidence (factual details) you select in support of general concepts and principles.

While I am happy to review the grading of anyone's answer to any question on either the mid term or the final examination (or essay), and correct any mistakes I have made in addition, I will not negotiate about the grade awarded for any specific answer. To maximize the learning potential associated with the examinations, students who believe that their grade on the mid term examination is not an accurate reflection of their knowledge or ability (= are not pleased by their mid-term grade) can ask, in writing, that the one half of the 15% (7.5% of the final grade) be moved to their final examination. This would make the final worth 32.5% of the final grade in the course. Students wishing to exercise this option must make the request in writing (email will do) within 5 business days of my posting the grades from the mid term examination.

The mid term examination will be posted on **WebCT at 10:00 h Eastern Standard Time (= 10:00 am on 2 February 2011)** and answers must be submitted to bfenton@uwo.ca by 22:00 h Eastern Standard Time (= 10:00 pm) on 2 February 2011. The Turnitin.com time window will close at 22:15 h on 2 Feb 2011.

The final examination will be posted on WebCT at **10:00 h Eastern Standard Time (= 10:00 am) on 11 April 2011 and answers must be submitted to bfenton@uwo.ca by 22:00 h Eastern Standard Time (= 10:00 pm) on 12 April 2011.** Both examinations will ask you to write 400 word long essays about specific topics. For the final examination, the Turnitin.com window will close at 22:15 h on 12 April 2011.

Make-up examinations in this course will cover the course material, but may differ in

format from the scheduled final or mid term examinations.

The make-up examination for Biology 2471b will be posted on Web CT at 09:00 h (= 9:00 am) on 3 May 2011 and answers must be submitted to bfenton@uwo.ca by 22:00 h (10:00 pm) on 5 May 2011. The next opportunity for a make-up examination in this course will be in the April 2011 examination period. In exceptional cases, other make-up examinations can be held but may not be in the same format and may involve oral responses to questions about the course material.

Preparing for Exams

Practise ... the examination will say “write 400 words about” Use them to your advantage. Remember, the word limits (in exams or essays) are to encourage you to organize your answers and present the most appropriate example(s).

1) an animal a species (one animal cannot be more than one species). Get it right phylum etc. (if you chose to present this information). In writing about a species, do not present information about more than one species (e.g., if you were writing about a snake, it is unlikely to be both venomous and a constrictor).

3) write about the part of the course you found most interesting. Be sure to express your opinion and justify your choice. .

In each instance identify the story line of your answer and choose material that supports it.

10. Laboratories

Laboratories for this course are online. For much of the laboratory portion of this course, students will be working in groups. There are three parts to the laboratory portion of this course:

- 1) The diversity of vertebrates
- 2) Group analysis of case studies about topics relevant to vertebrate biology
- 3) A group project involving data collection, analysis, and presentation

Each week, during their assigned laboratory session, students will meet with their group members and TA via WIMBA (which can be accessed through the WebCT site) to have an online discussion session. Students are expected to be present for and participate in these sessions as attendance and participation will a significant portion of their grade!

We strongly recommended that students use a microphone and web cam to participate in the lab sessions of this course. This allows for better discussion, which enhances the online learning experience.

During the first lab week, we will introduce you to WIMBA and how to be a good, participating student in an online classroom.

The diversity of vertebrates.

Students are expected to have viewed the powerpoint presentations about the topic to be covered (see laboratory schedule) so as to be prepared to ask questions on material about which they are uncertain, and to consider the discussion questions presented alongside the material. Group analysis of case Studies about topics relevant to vertebrate biology,

Every other week, students/groups will be assigned a case study to consider. During the week in which the case study is presented, the TA will help students to understand the background of the case study. Then, prior to next meeting the following week, students are expected to review the case study in detail and be prepared to answer the associated discussion questions and have a general discussion on the topic. We expect that this discussion will be largely student-led, and the TA will act more as a moderator to facilitate discussion rather than as the primary source of information. Finally, the following week, each group is expected to submit written answers to the case study questions—via email to their Tas—prior to the assignment of the next case study.

A group project involving data collection, analysis, and presentation

As a group, students will carry out a project involving the collection, presentation, and analysis of data. Data will presented in both in a written report and an oral presentation delivered via WIMBA. Details about the project will be presented during the course.

Allocation of laboratory grades.

In total, the laboratory is worth 40% of your overall grade in this course.

- 5% attendance and participation in WIMBA sessions
- 10% case study written answers
- 10% project oral presentation
- 15% project proposal and written report

11. Posted Grades

Your grades in the course will be posted on the 2471b WebCT site.

Please check the grades posted for your student number and draw my attention to any discrepancies.

Students will have **one week** from the date of first posting to identify discrepancies in their posted grades (compared to graded, returned material). Otherwise posted grades will stand.

12. Other Important Information **SUBMITTING MATERIAL ON TIME**

Material must be submitted on time. In the absence of an appropriate written explanation (e.g., from a medical doctor), late essays or other material will not be accepted and will receive a grade of "0". Discussions and decisions about permission to submit late material must involve Brock Fenton.

ABOUT COLLABORATION

In the laboratories students must work in teams, ~~one team per bench~~. We will accept one

oral submission per team, so each team member must be identified on the submitted material. Each member of the team will receive the grade awarded to the material.

While we encourage students to establish study groups for the course (more material to follow), overt collaboration is not appropriate on essays or in the examinations. In essays (which are individually assigned) and examinations, the submitted work should be that of the student identified with it (by name and student number).

How to Cite Published Works

There is no one accepted format for citing published works. Indeed, journals requiring the same details of citation are the exception rather than the rule. In this course, we will use the citation format identified below.

You will be expected to cite published material in essays and laboratory reports. The purpose of citing published works is twofold. First is communication, making it easy for someone else to find the work(s) that you cite. Second is giving credit where it is due (to the author(s) who reported the information). In this course, we will follow one common scientific mode of citing published works. This model makes it easy for anyone to find the cited material. Remember there are many styles for citing published works, but please use the one described below for this course.

In the text of the paper, you can refer to material in a variety of ways. For example, in the text show author(s) and date as per the following excerpt:

“Frelich and Reich (1995) studied forests in the Great Lakes Region. Vegetation plays a role in the formation of linear dunes (Tsoar and Møller 1986). Bats are mammals that fly and fill a variety of trophic roles in the tropical ecosystems where they occur (Fenton 2001). Syme et al. (2001) showed how roosts and food supplies can combine to allow bats to survive inclement summer weather.”

At the end of the paper, present the detailed citations in alphabetical order by surname of first author. Use the following format. Journal papers must be cited as follows (in each situation, the author(s) and initials are provided along with the date of publication, the title, the publisher (for books) or journal with volume number and pagination):

Fenton, M.B. 2001. Bats, revised edition. Facts On File Inc., New York.

Frelich, L.E. and P.B. Reich. 1995. Neighborhood effects, disturbance, and succession in forests of the western Great Lakes Region. *Ecoscience*, 2:148-158.

Syme, D.M., M.B. Fenton, and J. Zigouris. 2001. Roosts and food supplies ameliorate the impact of a bad summer on reproduction by the bat, *Myotis lucifugus* LeConte (Chiroptera : Vespertilionidae). *Écoscience*, 8:18-25.

Tsoar, H. and J.T. Møller. 1986. The role of vegetation in the formation of linear sand dunes. Pp. 75-95. In W.G. Nickling (editor). *Aeolian geomorphology*. Allen and Unwin, Boston.

Note the different approaches used to cite single authors, two authors and more than two authors. By the way, “et al.” should be written just like that. It is an abbreviation for the Latin, *et alia* (literally, ‘and others’). Remember that you cannot change the order of authors on a publication (for example to place the zoologist you are writing about as the first author).

Chapters in books must be cited as follows:

Tsoar, H. and J.T. Møller. 1986. The role of vegetation in the formation of linear sand dunes. Pp. 75-95. In W.G. Nickling (editor). *Aeolian geomorphology*. Allen and Unwin, Boston.

Books must be cited thus:

Fenton, M.B. 2001. *Bats*, revised edition. Facts On File Inc., New York.

Internet sources must be cited so that I can enter the cited information and access the site.

Never use footnotes.

Never use direct quotations.