science | YORK UNIVERSITÉ UNIVERSITY

Department of Biology Course Outline

Summer 2024 BIOL1001 3.0 Biology II: Evolution, Ecology, Biodiversity & Conservation

Course Instructor: Dr. Junyan Zhang

Hear my name

Lab Director: Dr. Mike Gadsden

How to address us & our pronouns:

Dr. Zhang (she/her)

Dr. Gadsden (he/him)

Lecture email: b1001lec@yorku.ca

Lab email: b1001lab@yorku.ca

Office Location:

213 Lumbers Building (in-person meetings by appointment only)

Click here for visual directions

If you have or question or would like to talk with me, you can send an email, visit me during student hours (see below), or approach me after class.

Student Hours: Monday 4:00PM–5:00PM

Via Zoom
https://yorku.zoom.us/j/97639560586

What are 'Student Hours'?
Student hours are dedicated times through the week for the course instructor and TAs to meet with YOU. Pop in to introduce yourself, ask questions about the course, or discuss content from the course.

Note: If these times don't work for you, email me and we can arrange an alternate time to meet.

Prerequisites: 12U Biology or SC/BIOL 1500 3.00; 12U Chemistry or SC/CHEM 1500 4.00

Study Spaces on Campus:
https://currentstudents.yorku.ca/study-spaces

Class Times:

Mon, Wed & Fri, 12:30pm–13:30pm

Class Location: LAS A

Click here for visual directions

Laboratory Times and Locations: various, see eClass Lab page for details.

Course Format: BIOL 1001 is an interactive in-person course. Classes will have activities (clicker questions, weekly quizzes, short answer questions, etc). We understand that you might not be able to make it to every class and have accounted for this in the course assessment.

This course is offered in person. I plan to record lectures for your convenience, however, this is entirely contingent upon whether Zoom and other classroom technology systems end up working. Lecture recordings pick up sounds in the classroom and thus your voice may be recorded.

Course Outline Table of Contents:

Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Welcome to BIOL 1001!

This course is designed to help you explore the fundamentals of life on Earth and how populations change over time. You'll be introduced to major concepts of evolution and ecology (*i.e.,* nature of science, mechanisms of evolution, macroevolution, phylogenetics, human evolution, ecology, and conservation biology) and we encourage you to **consider the common threads and themes** that extend across the topics, including those from BIOL 1000. Biology is not a discipline of known, static facts, but rather like all sciences, it is *dynamic and continually changing over time*; we are constantly challenging existing hypotheses and models through experimentation and observation. This course is intended to help develop scientific literacy and critical thinking skills required of citizens in modern society.

Our role as instructors is to provide you with multiple learning opportunities in an environment that challenges you, encourages you to ask questions and engage in scientific thinking, such that you can achieve the course Learning Objectives. While we may not always be able to answer your questions, we can usually help you find out more. We also encourage you to seek answers to your questions on your own—an important skill to practise! To get the most of out of this course, **you are expected to complete the required readings and online work prior to class time.** *As in all courses, you are expected to spend time beyond the regular course hours in preparation, review, studying, etc., related to the course.*

The **lab** is a key part of this course, as experimentation, observations, and communication of biological phenomena are important aspects of doing and understanding science. As well, the lab simulations help support your learning and understanding of lecture concepts.

This class is collaborative, not competitive. In class, on eClass, and in labs, you'll have some opportunities to work with your peers, asking questions, explaining reasoning, and receiving feedback. From the literature on science education, we know that students can learn a lot from each other, in addition to the help they get from their instructors. **We want this to be a strong, supportive, learning community for everyone.**

Course Calendar Description

A continuation of Biology I, exploring major unifying concepts and fundamental principles of biology, building on earlier concepts. Topics include mechanisms of evolution, ecology, a survey of biodiversity, and conservation biology. **The laboratory and lecture components must be passed independently to pass the course.** Three lecture hours per week; three laboratory hours in approximately per week. One term. Three credits.

Course level learning objectives

Upon successful completion of this course, you should be able to:

Lecture	Skills
1. Apply and build upon concepts, including learning strategies from BIOL 1000. 2. Explain the multiple lines of evidence for evolution, to peers and/or a general audience. 3. Apply knowledge of evolutionary mechanisms and basic genetics to explain accurately the common ancestry and diversity of life on Earth, how populations change over time, and how new species arise. 4. Construct a phylogenetic tree to accurately represent evolutionary relationships between organisms. 5. Synthesize knowledge about evolutionary mechanisms and ecological concepts to produce a well-reasoned solution to an ecological problem.	1. Use the process of scientific inquiry to develop hypotheses, make predictions, evaluate evidence, and make effective decisions/written arguments about real-world biological issues. 2. Communicate information, arguments, analyses, and defensible conclusions accurately and reliably in verbal/written form, using mathematic notations and displays of data where appropriate, on your own and in small groups. 3. Work effectively and collegially with your peers. 4. Use evolution and ecology terminology in correct scientific context. 5. Evaluate information provided in a word problem, figure, or data set. 6. Answer questions for quizzes, activities, assignments, and tests with academic integrity. ****Topic-specific learning outcomes on BIOL 1001 eClass.***

Inclusive Teaching Statement:

We are committed to providing and encouraging environment of equity, diversity, and inclusion (EDI) within this course. We designed this course with a commitment to the principles of Universal Design for Learning (UDL) and evidence-based teaching practices. As instructors who are guided by evidence, we believe that you can all succeed! This class is a community and we—both you and us—are here to learn and succeed together and support each other.

We need to acknowledge that science is subjective, influenced by cultural context, and has often been exclusionary in whose voices were allowed and amplified. This means that there can often be biases in our materials, which we are working to reduce and ultimately eliminate. Our hope is to continue improving this course, integrating diverse scientists and experiences. Please contact us at b1001lec@yorku.ca or b1001lab@yorku.ca, or let us know through our surveys if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

YorkU students come from far and wide and represent a diversity of cultures and backgrounds. To support students whose primary language is not English, services are available at York including individual appointments, and group events, such as ESL Café. See https://www.yorku.ca/laps/eslolc/ for more information.

Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity*. In our course, we will seek to behave with these values in mind.

	As students, we will...	As a teaching team, we will...
Honesty	• Honestly demonstrate our knowledge and abilities on assignments and exams • Communicate openly without using deception, including citing appropriate sources	• Provide honest feedback on your demonstration of knowledge and abilities on assignments and exams • Communicate openly and honestly about the expectations and standards of the course via the syllabus, and with respect to assignments and exams
Responsibility	• Complete assignments on time and in full preparation for class • Show up to class on time, and be mentally/physically present • Participate fully and contribute to team learning and activities	• Provide timely feedback on your assignments and exams • Show up to class on time, and be mentally and physically present • Create relevant assessments and class activities
Respect	• Speak openly with one another, while respecting diverse viewpoints and perspectives • Provide sufficient space for others to voice their ideas	• Respect your perspectives even while we challenge you to think more deeply and critically • Help facilitate respectful exchange of ideas
Fairness	• Contribute fully and equally to collaborative work, so that we are not freeloading off others • Not seek unfair advantage over fellow students in the course	• Create fair assignments and exams, and grade them in a fair, and timely manner • Treat all students equitably
Trust	• Not engage in personal affairs while on class time • Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization	• Be available to all students when we say we will be • Follow through on our promises • Not modify the expectations or standards without communicating with everyone in the course
Courage	• Say or do something when we see actions that undermine any of the above values • Accept a lower or failing grade or other consequences of upholding and protecting the above values	• Say or do something when we see actions that undermine any of the above values • Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values

[2] This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

Learning Materials

Textbook (required; same as for BIOL 1000)**:** There are several different versions of the required text (**you need only one**) which you can rent or buy:

- BIOL 1000/1001 Custom text for York University (based on **3rd Cdn edition**, Pearson) (jellyfish cover)

OR

- BIOL 1001 **Custom edition** of 'Biological Sciences', **3rd Cdn edition**, Pearson (forest stream cover)

OR

- Freeman et al. 2018. 'Biological Sciences', **3rd Cdn edition,** Pearson (full book, bird on cover) **OR** the eText version of the full book

Please note that all text versions are based on the **3rd Canadian edition of the book**. Other readings may be assigned during the course and will be made available to students.

eClass: This course has two eClass sites – one for lecture and one for lab, both of which you should visit often for updates. https://eclass.yorku.ca/

- Lecture eClass: course information (*e.g.,* lecture slides, quizzes, activities).
- Lab eClass site: lab information, handouts, additional lab materials, assignments, and quizzes.

Technology Checklist:

An internet-enabled device to access eClass and online labs	Zoom (or similar) software for Q&A and some labs	Webcam for some labs	Microphone for Q&A and some labs	Simbio BIOL 1001 F2023 activation key for labs 2, 3, & 5	iClicker for in-class activities (free; use your YorkU email)

Note: *There are single workspaces available for student use on campus at the library. (https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/)*

Learning Objectives:

LOs form the foundation of this course – they're what we expect you to be able to do by the end of the course. All assigned work (videos, readings, activities, etc.) are based on these, so it's wise to refer to them repeatedly throughout the course. Some LOs you'll be able to do simply by completing the pre-class work (videos/readings), however the majority of the LOs will be covered through a combination of the pre-class and in-class work.

We recommend you download Office (freely available to students) so that you can use Word and Excel: https://www.yorku.ca/uit/faculty-staff-services/free-microsoft-office-365-education-software/). You must save and submit your work as a **pdf** for Crowdmark submissions: https://support.microsoft.com/en-us/office/save-or-convert-to-pdf-or-xps-in-office-desktop-apps-d85416c5-7d77-4fd6-a216-6f4bf7c7c110

Contacting Us

Please use b1001lec@yorku.ca to contact us, **not** eClass, nor our personal emails. Questions about labs should be directed to: b1001lab@yorku.ca. In your email correspondence, please:

- Use your yorku.ca email address (other addresses are likely to be filtered as spam/junk).
- Put a **relevant description** in the email **subject line**.
- **Include your NAME and student number** at the end of your email.
- **Consider booking an appointment**, rather than sending a long email if you have a concern/ question that will take a considerable amount of time to read or answer.
- **Please allow 2 business days (not including weekends) for a response.**
- **Before emailing your instructor, consider the nature of the question** and whether another resource should be consulted first. For example, lab-related queries should be directed to the Lab Director/Coordinator/TA.
- **Questions about course topics?** Please post them in the eClass lecture forum or ask during class as many other students may have the same or similar question.

Assessment in this Course

Research about learning strongly suggests that the most important factor in learning is doing the work of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when people actively engage material on a consistent basis, and that is why we have high standards in this course. We are confident that, with appropriate effort, you **all** can meet those standards.

In setting up this course, we've aimed to create a weekly course structure that remains similar over the term. That way, with few exceptions, due dates, etc., won't be different for similar assignments.

Broadly, a typical week would usually consist of the following:

- **Pre-class content** (videos, readings, etc. to be completed prior to the start of the week's lectures)
- **Online pre-class preparation quiz** (to be completed prior to the start of the week's lectures)
- **Activities completed during class and asynchronously**, some of which have asynchronous options (i.e. complete off class). We cannot guarantee that lecture recordings will be available in time for you to benefit while completing asynchronous activities. Thus, **class attendance is strongly encouraged**.
- Approximately every two weeks, a **Question of the Fortnight (QOF)** will open on Friday and be due the following Thursday, 11:59 pm.

As well, in designing BIOL 1001, we have adhered to the principles of UDL that address many accommodations and allow for self-accommodation. There is built-in flexibility to accommodate different circumstances for almost all course elements—including illness, accidentally missing a deadline (some exceptions apply), technical difficulties, late course registration, etc. — to give everyone a chance to complete the course successfully. For example, you normally have six days to complete quizzes, labs, QOFs, etc., and **most** (but not all) course components allow you to miss the occasional assessment without penalty and/or provide grace days for the occasional late submission. As such **there should be no need for additional exceptions (including for illness) and for that reason, modifications to the grading scheme will not be considered**. Although this course is

designed to allow for self-accommodation, you may have accommodations other than this; please bring these to our attention.

Please ensure that your Instructor (b1001lec@yorku.ca) and Lab Director b1001lab@yorku.ca are aware of any religious observance conflicts at least **3 weeks** in advance of the conflict.

When possible, we also try to reduce unintentional bias in grading by, for example, grading assignments one question at a time (grading all of question 1 before grading any of question 2), grading anonymously, and using rubrics. These also help improve consistency in marking.

Grade Breakdown

COMPONENT	GRADE VALUE
PRE-CLASS PREPARATION QUIZZES^	5% (best 8 of 10)
ACTIVITIES^	5% (best 75%)
QUESTION OF THE FORTNIGHT (QOF) ASSIGNMENTS^	15% (best 3 of 4)
MIDTERM TEST^	20%
FINAL EXAM^	35%
LABS* (mandatory even if repeating the course)	20%

Both lecture^ and lab components* must be passed independently to pass the course.

Pre-Class Preparation Quizzes (5%)

You will have an Intro- and 9 pre-class preparation quizzes (~1 per week) based on the material (readings and/or pre-recorded lectures) to complete prior to lectures, although some review or reflection questions may be included. Most questions are multiple choice and **are marked for correctness** (some exceptions may apply) and you will have two attempts at each quiz.

The best 8 of 10 quizzes will be used to calculate your total Quiz mark. This accounts for missed quizzes for any reason (including missing the deadline, technological/internet problems, illness, late registration to the course, etc.) and means that **additional exemptions/extensions will not be granted.** Although the time in which to complete a quiz is limited, in keeping with UDL principles the time limit for quizzes already includes, at minimum, an additional 100% time on top of the longest time normally needed to complete the quizzes and as such self-accommodation is possible. Because quizzes ensure that you are prepared for the coming week's activities, **they cannot be submitted late**. If you are completing a quiz when the deadline passes you will not earn any marks for that quiz. Similarly, late quizzes will not receive any marks. Please see your eClass page for dates.

Activities (5%)

Activities may include short answer questions, worksheets, reflection questions, etc., it will be online and completed outside of class time. Items in the activities category are graded for reasonable participation/completion; you must make a reasonable effort at answering all questions and for

collaborative submissions you must have made substantial contributions. No points may be awarded if little effort was made (*e.g.,* missing answers to some questions).

During class we'll apply the knowledge gained from pre-class readings/videos, practice problem solving, and address questions. The classes provide an opportunity for you to interact with your instructor and peers and get timely feedback on your understanding of the course material. To maintain the evidence-based benefits of interaction and active learning, we highly recommend you attend classes.

We will use *iClicker* for in-class questions. You must register for *iClicker* and **use your own *iClicker* account** to participate in-class activates. ***iClicker* activities are NOT count for grades**. There would be occasions that you miss in-class activities or due to technical issues your *iClicker* shows absence, **it will NOT affect your grade**.

Question of the Fortnight (QOF) (15%)

Approximately, every two weeks, a Question of the Fortnight (QOF) assignment will be posted. The QOFs are short-answer questions that are at the level of application, analysis, evaluation, and/or creation, and you will have approximately 6 calendar days to answer these. These are open-book; all you need to know is in the course materials – notes, eClass, readings, videos, etc. You are **expected to complete this assignment individually** to demonstrate **your** understanding of the course concepts. **The answers MUST be in your own words and based on what you've learned in the course during the term, you cannot copy anything from anyone else, nor from the internet, textbooks, or course slides. You are not permitted to share your answers with others or post them anywhere (doing so is considered aiding and abetting and is a breach of academic honesty).** Your answers to the QOFs must be submitted to **both** Crowdmark and Turnitin.com.

QOFs are marked for correctness and clarity (*i.e.,* how well your answer is communicated). There are 4 QOFs. When calculating the QOF component of your course grade, the QOF with the lowest score (including zero), will be dropped. Thus, you can miss one QOF without penalty as it is **your best 3 of 4 QOF assignments that will count toward this mark**.

QOF GRACE DAYS: We understand that life happens and as such, you may submit up to three (3) calendar days after the due date without penalty, i.e., deadline is Thursday by 11:59 pm, 3 grace days applied till Sunday by 11:59pm. Grace days also allow you to work toward building time management skills. You should not expect grace days in courses in second-, third-, and fourth-year courses. The following rules apply to grace days:

- **You can use these grace days for all four QOFs**; they do not apply to tests or exams. See the Lab eClass page for more information on lab schedule.
- **Grace days will be applied automatically.** Please don't email to ask permission to use them.
- **3 days = 3 calendar days**. If you submit 1 hour late, it still counts as 1 day. Each day in a weekend counts as 1 day each.
- Because the marking scheme has flexibility for missed classes and technical glitches, **additional exemptions/extensions (including accommodations and doctor's notes) cannot be granted or accepted, as participation is a crucial component of this course.**

QOF #	ON CONCEPTS FROM*	OPENS	DUE	WITH GRACE DAYS	GRADE VALUE (BEST 3 OF 4)
1	Week 1-2	Fri, May 31	Thu, Jun 6	Sun, Jun 10	5%
2	Week 3-4	Fri, Jun 14	Thu, Jun 27	Sun, Jun 30	5%
3	Week 6-8	Fri, Jul 12	Thu, Jul 18	Sun, Jul 21	5%
4	Week 9-10	Fri, Jul 26	Thu, Aug 1	Sun, Aug 4	5%

*may require incorporation of some material from previous weeks

Midterm (20%)

The midterm will in person on Wednesday, July 3, during class time. The midterm will consist of multiple choice and short-answer questions.

If you are registered with Alternate Exams, please let your instructor know via email (b1001lec@yorku.ca) by **Friday, May 31**.

If you are ill, please do not enter the exam room; once you have written an exam, your mark will stand regardless of the reason you may have once the exam is over. **There is NO makeup midterm. If you miss the midterm, the weight will be transferred to the final exam, no questions asked (no documentation will be required).**

However, you must write either the midterm OR complete ALL 4 QOFs to be eligible to write the final exam.

Marking for the midterm typically takes at least 2 weeks. Marks will be posted in eClass gradebook and are non-negotiable. Your midterm will not be handed back to you, but **you will have opportunities to review your midterm**. These dates will be posted on eClass and will be time sensitive. You must review your exam to submit a regrade request (see below).

Final Exam (35%)

The final exam will include cumulative questions and will be **2 hours** (**120 minutes**) long. Dates/times/rooms for final exams are scheduled and published by the Registrar's Office (RO); **instructors find out when exams are the same day as you**.

To be eligible to write the final exam, you must write either the midterm OR complete ALL 4 QOFs.

- **If you miss the Final Exam, you will need to:**
  a. Email us at b1001lec@yorku.ca within two (2 days) of the final exam, and attach a completed Deferred Standing Agreement (DSA).
  b. Petition your home faculty for deferred standing. It is the Petition Committee's decision whether deferred standing is granted; if it is, the committee will set the deadline for writing the deferred final exam. The format of the make-up final exam can differ from the original final exam format. Denied petitions will result in a zero on the final exam.

- **If you are ill,** please do not enter the exam room; once you have written an exam, your mark will stand regardless of the reason you may have once the exam is over.

Labs (20%)

Both lecture^ and lab components* must be passed independently to pass the course.

You must attend the lab section in which you are enrolled, and you must follow the policies outline on the BIOL 1001 Lab eClass site as well as those discussed below.

Labs start the week of May 28th. The first lab is on-campus and in-person. See the lab schedule on the BIOL 1001 Lab eClass site for schedule details, to determine your group number, and for details on lab assignments and deadlines. **The last day to switch lab sections is May 28th, 2024. Switches can only be made through the enrolment system into a lab section that has space available.**

Repeating the course? Even if you have taken this course previously, you **MUST** complete the labs again and from scratch. You cannot submit a lab report that you have submitted previously, you must write a new one. Failing to do so constitutes a breach of academic integrity and will be escalated. For all inquiries about labs, please email b1001lab@yorku.ca.

Labs (1 – 5) are what you will complete during the term for the lab component of your grade. This is not the same thing as your **lab section** (*e.g.,* Lab 01-11). There are five labs: Labs 1 & 4 are on-campus, in-person exercises, while Labs 2, 3, and 5 are independent online (asynchronous) exercises that you can complete on your own time within the indicated deadlines.

For Lab 4, you may need a computer with a camera or microphone. If you do not have a computer, you may be able to borrow one. **Three labs (For all sections) involve SimUText software** made by SimBio (simbio.com). Please check that you have the system requirements to run this software as it does not work on some devices, including mobile devices and potentially Chromebooks. **Please visit** https://simutext.zendesk.com/hc/en-us/categories/200170134-Check-Your-Tech- **to confirm the SimUText application will work on your computer, and/or to explore your options if there is a problem.**

- If you have a Chromebook, contact the SimUText support team to determine if your system supports SimUText.
- For SimUText technical support, including questions about system requirements, please consult the support team at https://simutext.zendesk.com
- Purchase of the code to access the SimUText labs may be completed either as:
    1. a voucher from the York Bookstore, or
    2. directly from the SimBio company at the time of SimUText registration using a credit card ($30 USD; exchange rate will apply at time of purchase). See the lab eClass site for details.

Check the BIOL 1001 Lab eClass site for deadlines – do **not** use the deadlines on the SimUText site. Start your labs early to ensure that you can get help if needed.

LAB GRACE DAYS: each SimBio lab can be submitted up to 3 days late without penalty; for other labs, please see the BIOL 1001 Lab eClass website. SimBio labs that are more than three days late will not be accepted. **Always check the lab schedule on the lab eClass for deadline information.** Please

note that the deadline listed on the SimUText application may be the final deadline (i.e., includes the grace days), not the initial one!

You may be asked to submit some labs to **Turnitin.com** (likely through the lab eClass site). This will ensure that your hard work, once added to the database, cannot be plagiarized in the future by students at any university.

Regrading/Reappraisal Procedures

To be fair and consistent with the entire class, individual grades are **NOT** negotiable and individual 'extra credit' assignment are not available during or after the course. Contact your instructor about marks ONLY if there is a clear error in your mark (calculation, clerical, etc.). You will not receive a response regarding any other mark-related queries.

If you think a written answer was marked incorrectly, please follow the procedures below. Please note that re-marking can result in the mark being raised, confirmed, or lowered and the grade from a remark/reappraisal is final.

- **For midterm test** You must complete the reappraisal form available on eClass detailing your rationale (based on academic grounds**) within 1 week of viewing your test.
- **For QOFs:** You must complete the reappraisal form available on eClass detailing your rationale (based on academic grounds**) within 1 week of the grade for that assessment being made available.
- Please avoid inflammatory language in your rationale. We are humans and make mistakes just like everyone else.
- **Emails about regrades will not receive a response**. Please use the procedure outlined above.
- Requests not based on academic grounds** or beyond the 1-week limit will not receive a regrade or response.

****Academic grounds** means that you make an academic argument for why your answer is correct. That is, it should show why you believe your answer was correct and be well communicated. Statements such as 'this mark doesn't reflect how hard I studied' or 'I need a higher mark' or 'the grading was not fair' do not have academic merit and will not receive responses. If a written rationale is not included, requests for remarking will not be considered, nor will they receive a reply. In your rationale, your answer must have merit on its own; you cannot compare you answers to other students' answers. Regrades take some time, typically around 1 week.

Please note that individual grades are not negotiable. This course has a flexible marking scheme with buffer built into it and takes considerable effort to administer, hence there are no extra credit assignments. Individual grades are not 'bumped' and course grades are not 'curved' (i.e., adjusted).

Copyright and Intellectual Property

All BIOL 1001 course material is copyrighted, including images, recordings, questions, and other materials (*e.g.,* slides). **Copying this material for distribution *(e.g.,* uploading material to a commercial third-party website) is a violation of copyright law and may lead to a charge of**

misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty and/or legal consequences if copyright law has been violated. **You do NOT have the right to post course materials anywhere or share them with anyone outside of this course.** Lecture and lab materials designed for SC/BIOL 1001 3.0 designed by instructors are the intellectual property of the instructor. They cannot be distributed without explicit written permission. Third-party copyrighted materials (*e.g.,* book chapters, articles) have been licensed either for use in this course or fall under and exception or limitation in Canadian copyright law or permission for their use in this course has been obtained from the copyright holder. Please be respectful and do not share any conversations, recordings, etc., outside of this course.

University Policies

Important Dates

Drop Deadline: July 23 (last day to drop without course on transcript)
Course Withdrawal Period: July 24-August 13 (course still appears on transcript with 'W")

Grading Scheme

In accordance with the York University Undergraduate Calendar Regulations, the letter grades assigned in undergraduate courses at York conform to the descriptions and grade ranges shown here: https://calendars.students.yorku.ca/2022-2023/grades-and-grading-schemes

Academic Honesty and Integrity

Academic misconduct undermines the values of honesty, trust, respect, fairness, and responsibility that we expect in this class. York University provides supports such as academic integrity workshops to ensure that all students understand the norms and standards of academic integrity that we expect you to uphold.

York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Please review and familiarize yourself with the policy.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve your research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website:

Examples of actions that do not adhere to York's Academic Integrity Policy include:

- Plagiarism (passing off someone else's work as your own)
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams
- Uploading work to third party repository sites (e.g., Course Hero, One Class, etc.)
- Scanning, sharing, uploading, or publishing exams, tests, or scholarly work

For more information on what academic integrity is and why it is important see: https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/. Information on the process of investigations into breaches of academic honesty: https://spark.library.yorku.ca/academic-integrity-breach-of-policy-on-academic-honesty/

Important Note from the Faculty of Science Committee on Examinations & Academic Standards (CEAS): Numerous students in Faculty of Science courses have been charged with academic misconduct when materials they uploaded to third party repository sites (e.g., Course Hero, One Class, etc.) were taken and used by unknown students in later offerings of the course. Whenever a student submits work obtained through an external site (e.g., Course Hero, Chegg), the **submitting student will be charged with plagiarism** and the **uploading student will be charged with aiding and abetting**. To avoid this risk, students are urged not to upload their work to these sites.

Assistance for Students (Academic and Well-Being)

Academic Advising*: https://www.yorku.ca/science/academic-advising/ * Departments also offer program-specific advising. Check with your Department's Undergraduate Office.

Centre for Human Rights, Equity, and Inclusion: https://rights.info.yorku.ca

Centre for Indigenous Students Services: https://aboriginal.info.yorku.ca/

Food Access, Funding, & Supports/Resources: https://students.yorku.ca/food

Good2Talk 24-hour Ontario Student Helpline: 1-866-925-5454 /Text: GOOD2TALKON to 686868

Keep.meSAFE: https://myssp.app/keepmesafe/ca/home

Learning Commons (general academic learning supports including library research, time management, study skills, career planning, etc.): https://learningcommons.yorku.ca/

Peer Assisted Study Sessions (PASS): https://www.yorku.ca/colleges/bethune/get-help/pass/

Peer Tutoring: https://www.yorku.ca/colleges/bethune/help/tutoring/

Sexual Violence Response and Support: https://thecentre.yorku.ca

Student Counselling, Health & Well-being: https://counselling.students.yorku.ca/

Support Services for International Students: https://yorkinternational.yorku.ca/international-student-support/

Writing Services: https://www.yorku.ca/colleges/bethune/get-help/writing/

York University Student Services: https://family.yorku.ca/student-services/#SCD

York University Student Well-being Resources: https://www.yorku.ca/well-being/resources/students/

Accessibility

York University is committed to principles of respect, inclusion, and equality of all persons with accessibility needs across campus. The University provides services for students with accessibility needs (including physical, medical, learning, and psychiatric needs) needing accommodation related

to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

If you are in need of these services, please register with accessibility services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with accessibility services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at the following websites:

Student Accessibility Services: https://accessibility.students.yorku.ca

York Accessibility Hub: http://accessibilityhub.info.yorku.ca/

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. To arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete and submit an accommodation request form at least 3 weeks *before the exam period begins*. https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf

Student and Instructor Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

https://calendars.students.yorku.ca/policies-and-regulations

Course Schedule

Schedule subject to change; see eClass for topic schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
May					
19	Victoria Day **20**	Classes start **21**	**22**	**23**	**24**
26	**27**	Lab 1 (in person) Last day to switch lab sections **28**	**29**	**30**	QOF1 opens **31**
June					
2	**3**	**4**	**5**	QOF1 due **6**	**7**
9	**10**	Lab 2 **11**	**12**	**13**	QOF2 opens **14**
16	**17**	Summer break **18**	**19**	**20**	**21**
23	**24**	**25**	**26**	QOF2 due **27**	**28**
July					
30	Canada Day, no class **1**	Lab 3 **2**	Midterm test **3**	**4**	**5**
7	**8**	**9**	**10**	**11**	QOF3 opens **12**
14	**15**	Lab 4 (in-person) **16**	**17**	QOF3 due **18**	**19**
21	**22**	Drop deadline **23**	**24**	**25**	QOF4 opens **26**
28	**29**	Lab 5 **30**	**31**	QOF4 due **1**	**2**
August					
4	Civic Holiday, no class **5**	**6**	**7**	**8**	**9**
11	**12**	Classes end **13**	Study day **14**	**15**	Examinations **16**
18	**19**	**20**	**21**	**22**	**23**
25	**26**	**27**	**28**	**29**	**30**
Final exam period: August 16-23					