

## Department of Biology Course Outline

### Fall 2024 BIOL1001 3.0 Evolution, Ecology, Biodiversity & Conservation

**Course Instructor:** Dr. Birgit Schwarz

**How to address me & my pronouns:** Professor Schwarz/Dr. Schwarz/Dr. Birgit/Birgit (she/her)

**Lecture email:** [b1001lec@yorku.ca](mailto:b1001lec@yorku.ca)

**Lab email:** [b1001lab@yorku.ca](mailto:b1001lab@yorku.ca)

**Office:** Lumbers 317 [Click here for visual directions.](#)

**Student Hours:** Posted on eClass site.

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

**Class Times:** Mon. & Wed. 13:00-14:20

**Class Location:** VC 135 (Vanier College) [Click here for visual directions.](#)

**Labs:** see lab eClass site for locations and TA contact information

**Lab Coordinator:** Nargol Ghazian

**Prerequisites:** SC/BIOL 1000 3.0 is strongly recommended

**Course Format:** BIOL1001 is an interactive **in-person** course. You are expected to prepare ahead of class time using the assigned readings, videos, or other materials provided. In class we will be using an active learning strategy, i.e. classes will have activities (such as clicker questions, case studies, worksheets, etc.) and discussions. This approach uses evidence-based techniques to increase your learning and create an engaging environment. I understand, however, that you might not be able to make it to every class and have accounted for this (see assessment section). Recordings of classes or equivalent will be provided whenever possible. **Recordings pick up sounds in the classroom (that means your voice may be recorded).** Please note it may take several days for recordings to be posted and sometimes recordings may not be possible due to technical issues.

**Study Spaces on Campus:** [Book a study space at the library](#)

*For accessibility purposes all links are provided here as linked text rather than long/short links.*

### Important Dates:

**Drop Deadline:** November 8, 2024 (*last day to drop without course on transcript*)

**Course Withdrawal Deadline:** December 3, 2024 (*course still appears on transcript with 'W'*)

- [York University's Undergraduate Fall/Winter 2024-2025 Important Dates website](#)

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## 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. We'll explore major concepts of evolution and ecology (*i.e.*, nature of science, mechanisms of evolution, macroevolution, phylogenetics, human evolution, ecology, and conservation biology) and I 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.

My role as instructor 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 LOs. While I may not always be able to answer your questions, I can usually help you find out more. I also encourage you to seek answers to your questions on your own—an important skill to practise!

This class is collaborative, not competitive. In class, on eClass, and in labs, you will 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. **I want this to be a strong, supportive, inclusive learning community for everyone.**

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 in-class/lab time 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.

**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 alternate weeks. One term. Three credits.

**Course level learning objectives\*:** Upon successful completion of this course, you should be able to:

Lecture	Skills
<ol style="list-style-type: none"> <li>1. Apply and build upon concepts, including learning strategies from BIOL 1000.</li> <li>2. Explain the multiple lines of evidence for evolution, to peers and/or a general audience.</li> <li>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.</li> <li>4. Construct a phylogenetic tree to accurately represent evolutionary relationships between organisms.</li> <li>5. Synthesize knowledge about evolutionary mechanisms and ecological concepts to produce a well-reasoned solution to an ecological problem.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Work effectively and collegially with your peers.</li> <li>4. Use evolution and ecology terminology in correct scientific context.</li> <li>5. Evaluate information provided in a word problem, figure, or data set.</li> <li>6. Answer questions for quizzes, activities, assignments, and tests with academic integrity.</li> </ol>

*\*Topic-specific learning outcomes on BIOL 1001 eClass.*

### **Inclusive teaching statement:**

I designed this course with a commitment to the principles of Universal Design for Learning (UDL), evidence-based teaching practices, and providing an environment that supports equity, diversity, and inclusion (EDI). As an instructor guided by evidence, I believe that you can all succeed! This class is a community, and we are here to learn and succeed together and support each other. I sincerely hope that you can join me in my efforts to make this class accessible and welcoming to all, and a space where diversity and different perspectives are valued and respected. Everyone – students, instructors, TAs, and any guests need to be treated with respect during all interactions.

I acknowledge that the doing of 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 the course materials, which I am working to reduce and hopefully eventually eliminate. My hope is to continue improving this course, integrating diverse scientists and experiences. Please let me know if you have suggestions to improve EDI within the course [b1001ec@yorku.ca](mailto:b1001ec@yorku.ca) or let me 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. [Click here 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...
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Honestly demonstrate our knowledge &amp; abilities on course work.</li> <li>Communicate openly without using deception, including citing appropriate sources.</li> <li>Familiarize ourselves with the <a href="#">York University academic integrity website</a></li> </ul>	<ul style="list-style-type: none"> <li>Provide honest feedback on your course work.</li> <li>Communicate openly &amp; honestly about course expectations &amp; standards via the syllabus &amp; with respect to assignments and exams.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Complete assignments on time &amp; in full preparation for class.</li> <li>Show up to class on time &amp; be mentally/physically present.</li> <li>Participate fully &amp; contribute to team learning and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide timely feedback on your assignments &amp; exams.</li> <li>Show up to class on time, &amp; be mentally and physically present</li> <li>Create relevant assessments &amp; class activities.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Speak openly with one another, while respecting diverse perspectives.</li> <li>Challenge ideas (not people!) in a respectful manner.</li> <li>Listen respectfully &amp; provide sufficient space for others to voice their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Respect your perspectives even while I challenge you to think more deeply and critically.</li> <li>Facilitate respectful exchange of ideas.</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>Contribute fully &amp; equally to collaborative work (i.e., no freeloading).</li> <li>Not seek unfair advantage over fellow students in the course.</li> </ul>	<ul style="list-style-type: none"> <li>Create fair assignments &amp; exams, &amp; grade them in a fair, &amp; timely manner</li> <li>Treat all students equitably.</li> </ul>
<b>Trust</b>	<ul style="list-style-type: none"> <li>Stay on topic during class time.</li> <li>Be open &amp; transparent about what we are doing in class.</li> <li>Not distribute course materials to others without authorization.</li> </ul>	<ul style="list-style-type: none"> <li>Be available to you when we say we are.</li> <li>Follow through on our promises.</li> <li>Not modify course expectations or standards without communicating with everyone in the course.</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>Say/do something when we see actions that undermine any above values.</li> <li>Accept a lower or failing grade or other consequences of upholding &amp; protecting the above values.</li> </ul>	<ul style="list-style-type: none"> <li>Say/do something when we see actions that undermine any above values.</li> <li>Accept the consequences (e.g., lower teaching evaluations) of upholding &amp; protecting the above values.</li> </ul>

<sup>2</sup> This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

## Contacting me

Please use [b1001lec@yorku.ca](mailto:b1001lec@yorku.ca) to contact me, **not** eClass, nor my personal email. Questions about labs should be directed to: [b1001lab@yorku.ca](mailto:b1001lab@yorku.ca). In your email correspondence, please:

- Use your **yorku.ca email address** (other addresses are likely to be filtered as spam/junk).
- **Subject line:** put a **relevant description**
- **Include your NAME and student number** within your email (for lab related emails please include your lab section).
- **Consider attending student hours or 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 2-3 business days (not including weekends) for a response.**
- **Before emailing me, please consider the nature of the question** and whether another resource should be consulted first. *E.g.*, lab-related queries should be directed to the Lab Coordinator/TA.

## Learning Materials

**IMPORTANT:** Please note that while BIOL1000 uses the same textbook as 1001, **BIOL1000 uses Mastering Biology** (an online platform associated with the textbook). **BIOL1001 does not use Mastering.** If you are taking also BIOL1000 you should make sure to either buy their e-text (which includes Mastering) or purchase access to Mastering separately. The e-text that is listed for BIOL1001 on the bookstore page and on our eClass site (Day1Digital Ebook) is cheaper but does not include Mastering (as we are not using it).

**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 (if you still have the book or access from BIOL 1000, you do not need to buy it again).

### E-text option:

- Freeman et al. 2018. 'Biological Sciences', **3<sup>rd</sup> Cdn edition**, Pearson - **eText version** of the full book **is available as Day1Digital Ebook – see D1D link on lecture eClass site. You get 8 days of free trial access.** *Note: the bookstore website also lists a CEB Access code – this is NOT the textbook, it is the Simbio access code for the SimUText labs (see lab section below).*

### Physical textbook options:

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

**OR**

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

**OR**

- Freeman et al. 2018. 'Biological Sciences', **3<sup>rd</sup> Cdn edition**, Pearson (full book, bird on cover) **OR** the

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

### **Physical copies at the library:**

Copies of the textbook are on reserve in the Scott Library and Steacie Library 24-hour Reserve sections and can be borrowed for 24 hour periods.

**Website (eClass):** This course has two [eClass](#) sites – one for lecture and one for lab, both of which you should visit often for updates.

- [Lecture eClass](#): course information (e.g., lecture slides, quizzes).
- [Lab eClass site](#): lab information, including lab schedule, lab materials, quizzes etc.

### Technology Checklist:

 Internet-enabled device (eClass & iClicker)	 Zoom for online student hour & some labs	 Microphone for online student hour & some labs	 Symbio BIOL 1001 F2024 activation key	 iClicker for in-class activities use YorkU email
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**Note:** There are [single workspaces available for student use on campus at the library](#).

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

I recommend you download Office (freely available to students) so that you can use Word and Excel: [access Office here](#). You must save and submit your work as a pdf for Crowdmark submissions: [instructions on how to convert to pdf in Office](#).

## 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 with the material on a consistent basis, and that is why I have designed the course in a way that encourages active engagement. This course has high standards, and I am confident that, with appropriate effort and support, you **all** can meet those standards.

When possible, I also try to promote consistency in grading and reduce unintentional bias in grading by, for example, providing marking rubrics, grading assignments one question at a time (grading all of question 1 before grading any of question 2), and grading anonymously where possible (e.g. Crowdmark only shows a booklet number not a name while grading).

Depending on the assignment you may be asked to submit it on eClass, Crowdmark (instructions will be provided) or Turnitin.

In setting up this course, I have aimed to create a consistent course structure, so that due dates for the same type of assignment will normally fall on the same weekdays (with a few exceptions). E.g. pre-class quizzes are normally due on Sunday (to prepare for the week ahead). Approximately, every other week a Question of the Fortnight (QOF) will open on Friday and be due the following Thursday, 11:59 pm.

In designing BIOL1001, I 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—including illness, accidentally missing a deadline, technical difficulties, late course registration, etc.—for almost all course elements (some exceptions apply) to give everyone a chance to complete the course successfully. For example, you normally have several days to complete pre-class quizzes, QOFs, online labs 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 my attention.

Please let me (b1001lec@yorku.ca) and the lab coordinator (b1001lab@yorku.ca) know of any religious observance conflicts at least 3 weeks in advance of the conflict.

## Grade Breakdown

COMPONENT	GRADE VALUE	WHEN?
<b>WEEKLY PRE-CLASS QUIZZES<sup>^</sup></b>	8% (best 8 of 11)	Approx. weekly. Typically due on Sun. (some exceptions).
<b>ACTIVITIES<sup>^</sup></b>	7% (best 75%)	In class, some may be online.
<b>SCIENTIST SPOTLIGHT REFLECTION<sup>^</sup></b>	2% (best 2 of 4)	Normally due Sun.
<b>QUESTION OF THE FORTNIGHT (QOF) ASSIGNMENTS<sup>^</sup></b>	18% (best 3 of 4)	Approx. bi-weekly, see table in QOF section below. Typically released on Fri. and due on Thu.
<b>MIDTERM TEST<sup>^</sup></b>	15%	Oct. 23, during class time.
<b>FINAL EXAM<sup>^</sup></b>	30%	During final exam period.
<b>LABS</b>	20%	See lab schedule on lab e-class site for times/locations.

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

## Weekly pre-Class Quizzes

There will be total of 11 pre-class quizzes (~1 per week) in the course. The quizzes are based on the course material (though some review or reflection questions may be included). Detailed information on what to read/watch as preparation for the quizzes and the week ahead will be posted on eClass for each module. The quizzes are completed on eClass and will mainly consist of multiple-choice questions which are **marked for correctness. Some exceptions apply** (e.g. some other types of questions such as reflection questions may be included that are scored based on completion with

reasonable effort). You will have at least several days to complete each quiz, and you get two tries for each quiz (the best attempt counts).

The best 8 out of 11 quizzes will be used to calculate your total Weekly Quiz mark. This means that if you miss a quiz, there is no need to worry, as only the top 8 quizzes will be used for your total quiz mark. This accounts for missed pre-class quizzes for any reason (e.g., missing the deadline, technological/internet problems, illness, late registration to the course) and means additional exemptions/extensions will not be granted. In keeping with UDL principles the time limit for quizzes 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. **Grace days can NOT be applied to quizzes** as their purpose is to prepare you for class, therefore they need to be completed on time. 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 check the course eClass page to confirm due dates as these may be subject to change. Most pre-class quizzes are normally due on Sunday to ensure you are prepared for our class on Monday, but I encourage you to complete these early, so you have time to seek clarification where needed.

PRE-CLASS QUIZ #	OPENS	CLOSES
<b>INTRO QUIZ</b>	Sep. 4	Sep. 18 <i>Course info and study skills quiz (recommended completion by Sep. 6)</i>
<b>QUIZ 1</b>	Sep. 4	Sep. 8
<b>QUIZ 2</b>	Sep. 10	Sep. 15
<b>QUIZ 3</b>	Sep. 17	Sep. 22
<b>QUIZ 4</b>	Sep. 24	Sep. 29
<b>QUIZ 5</b>	Oct. 1	Oct. 6
<b>QUIZ 6</b>	Oct. 8	Oct. 20
<b>QUIZ 7</b>	Oct. 22	Oct. 27
<b>QUIZ 8</b>	Oct. 29	Nov. 3
<b>QUIZ 9</b>	Nov. 5	Nov. 10
<b>QUIZ 10</b>	Nov. 12	Nov. 17

## Activities

During class we will 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 me as your instructor and with your peers and get timely feedback on your understanding of the course material. Activities may include clicker questions, case studies, worksheets, reflection questions, etc.. Most of these will take place in class, but some may be online and completed outside of class time on eClass.



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). **Activities do not have grace days.**

To maintain the evidence-based benefits of interaction and active learning, I highly recommend you attend classes, but I understand that this will not always be possible and have therefore implemented a buffer (see below). You must register for iClicker and **use your own iClicker account**. Use of an account not registered to you is a breach of academic honesty.

In-class activities are typically worth ~5 points per day (with some exceptions) and you must complete most questions to earn the full mark (e.g., for clickers you must complete 75% of the questions that day to earn the 5 points). When I calculate your activities grade, I will drop 25% of points. This means you only have to complete 75% of the total number of points to get the full amount for your activity grade; less than 75% will be adjusted accordingly. This is to account for the occasional missed activity for any reason, including technological/internet problems, illness etc.. Because the marking scheme has flexibility for missed classes and technical glitches, **additional exemptions/extensions (including grace days and doctor's notes) cannot be granted or accepted**, as participation is a crucial component of this course.

### Scientist spotlight reflection

The Scientist spotlight assignments are meant to:

- introduce you to the diversity of research in Evolution and Ecology (both in terms of research questions and how it is conducted),
- give you some sense of the diversity of researchers conducting this research,
- and help prepare you for the material that will be discussed in class.

For these, you will be asked to read/watch articles, posts or videos that describe research that relates to the topic of the upcoming week, as well as the Bio/background of one of the researchers involved in this research. You will then write a short reflection in response to reflection prompts.

There will be approx. four different Scientist spotlights (normally due on Sundays, at the same time as the pre-class quizzes and other preparation for the upcoming week). **You only need to complete two of the four reflections** with reasonable effort to receive full marks. However, you should still review the material even if you do not fill out a reflection for the other two, as the material directly relates to what we discuss in class. The reflections are marked based on completion with reasonable effort. Deadlines and instructions will be announced on eClass. Tentative dates are: Sun., Oct. 6, Oct. 27, Nov. 24, and Dec. 1.

### Question of the Fortnight (QOF)

Approximately, every other week, 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 days to answer these. These are **open-book, but not open-internet questions**; all you need to know is in the course materials – notes, eClass, readings,

videos, etc.. These questions are an opportunity for you to develop your problem-solving skill and especially your communication skills in a low-pressure environment. Furthermore, these will be the kinds of questions that will make up a part of the final exam (and likely the midterm), so this is your chance to practice answering these kinds of questions in preparation for the final exam.

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 have 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 use generative AI to assist you in answering these questions.** 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. If you only submit to one, your work will be considered late.

QOF 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. This means you can miss one QOF without penalty as it is **your best 3 of 4 QOF assignments that will count toward this mark.**

**NOTE: to be eligible to write the final exam, you must either complete all 4 QOFs OR write the midterm.**

**QOF GRACE DAYS:** I understand that life happens and have therefore built some flexibility into this assignment. You may submit QOFs up to three calendar days after the due date (*i.e.*, 11:59 pm on Sunday), without penalty. Grace days also allow you to work toward building time management skills. You should not expect grace days in higher-level courses. The following rules apply to grace days:

- **You can use these grace days only for QOF;** they do not apply to quizzes, activities, tests, or exams. Labs already have grace periods; see the Lab eClass page for more information.
- **Grace days will be applied automatically.** Please don't email to ask permission to use them.
- You are **expected to always strive to meet the initial deadline** and not rely on grace days. Grace days are for when unexpected things happen or too many deadlines across courses conflict. There can be no further extensions past the grace days so please keep that in mind.
- If you do not use your entire 3 days for one late assignment (*e.g.*, you submit only one day late), you **cannot** transfer the remaining days to the other late QOFs. That is, none of the QOFs can be more than 3 days late. Late submissions past the 3 grace days cannot be accepted.
- **3 days = 3 calendar days.** Each day in a weekend counts as 1 day each.

QOF #	ON CONCEPTS FROM*	OPENS	DUE	WITH GRACE DAYS
1	Modules 1-2	Fri. Sep. 20	Thu. Sep. 26	Sun. Sep. 29
2	Modules 3-4	Fri. Oct. 4	Thu. Oct. 10	Sun. Oct. 13
3	Modules 5-7	Fri. Nov. 1	Thu. Nov. 7	Sun. Nov. 10
4	Modules 8-10 part 1	Fri. Nov. 22	Thu. Nov. 28	Sun. Dec. 1

\*may require incorporation of some material from previous weeks

## 2-stage Midterm

**The midterm will be held during class time on Wednesday, October 23** and will consist of multiple choice and short-answer questions. The midterm is a two-stage exam, in which Stage 1 is an individual exam and Stage 2 is a team exam. Stage 1 is weighted as 85%, and Stage 2 is 15%. **If Stage 1 grade > Stage 2, Stage 1 will count for 100% of the test grade (i.e. you can only gain not lose by participating in the team exam).**

If you are registered with Alternate Exams, please let me know via email ([b1001lec@yorku.ca](mailto:b1001lec@yorku.ca)) by **Fri. Sep. 13**. I need to know so that we can let you know arrangements so you can write the team 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. **There is no makeup midterm.**

**Missed 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 need to either write the midterm or complete all 4 QOFs to write the Final Exam.

**Midterm grades:** Marking for the midterm typically takes at minimum 2 weeks. Marks will be posted in the 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 (see below).

## Final Exam

The December exam will include cumulative questions and will be 180 minutes long. Dates/times/rooms for December exams are scheduled and published by the Registrar's Office (RO); instructors find out when exams are the same day as you. The final exam will be a two-stage exam if we have permission from the Registrar's Office.

- **To be eligible to write the final exam, you must write either the midterm OR complete all 4 QOFs.**
- **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.
- **If you miss the Final Exam, you will need to:**
  - a. Email me at [b1001lec@yorku.ca](mailto: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.

## Labs

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

**Labs start the week of Sep. 9.** The first lab is on-campus and in-person. See the lab schedule on the BIOL 1001 Lab eClass site for schedule details, and rooms, and for details on lab assignments and deadlines. **The last day to switch labs is 3pm, Friday September 6, 2024.**

**Repeating the course?** Even if you have taken this course previously, you **MUST** complete the labs again. You cannot submit a lab report that you have submitted previously, you must write a new one. For all inquiries about labs, please email [b1001lab@yorku.ca](mailto:b1001lab@yorku.ca).

### Lab Terminology: Labs vs Lab Sections

**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., A 03). There are five labs: Lab 1 and 5 are on-campus, in-person exercises, while Labs 2, 3, and 4 are independent online (asynchronous) exercises you can complete on your own time within the indicated deadlines.

**Three labs (for all sections) involve SimUText software** made by SimBio ([simbio.com](http://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 (\$39.10 CAD for access to all 3 labs, cost in Canadian dollars) *or*
2. directly from the SimBio company at the time of SimUText registration using a credit card (\$20.25 USD for access to all 3 labs, cost is in US dollars; an exchange rate will apply at time of purchase). See the lab eClass site for detailed instructions.

**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 schedule posted on the 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 site for deadline information.** Please note that the deadline listed on the SimUText application may be the final deadline (i.e., includes the 3 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 to the entire class, individual grades are **NOT** negotiable and individual 'extra credit' assignment are not available during or after the course. Please contact me about marks **ONLY** if there is a clear error in your mark (calculation, clerical, etc.). Grade requests that contravene this policy (e.g. requesting individual extra credit assignments etc.), will not receive a response.

**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/final exams:** You must review your test /exam and then submit a written rationale (based on academic merit) at the end of reviewing your test.
- **QOFs:** You must complete the reappraisal form available on eClass detailing your rationale (based on academic grounds\*\*) within 2 weeks 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, but we are trying our very best to be fair.
- Emails about regrades without the proper form will not receive a response. Please use the procedure outlined above.
- Requests not based on academic grounds\*\* or beyond the 2-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 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 (i.e. detailing why your answer was correct); you cannot compare your answers to other students' answers. Regrades take some time, typically around 3-4 weeks.

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

## Generative AI Policy for this course

In this course, every element of each course assessment must be fully prepared by the student themselves. The use of generative AI is not permitted, and its use may be treated as a breach of academic honesty. For more information, please refer to York University's [Senate Policy on Academic Conduct and Procedures](#).

## Course Academic Integrity Policy

You are expected to be familiar with and follow York University's policies regarding academic integrity (see below University Policies section). **Your work must be your own:** lab reports and answers to assessment questions MUST be in your own words; you cannot be given a grade for work that is not yours, therefore a zero (0) will be assigned in cases where the submission is not your own work. You cannot copy anything from anyone else (e.g., a friend, the internet, textbook, course slides). Copying a sentence, paragraph, or more and then just changing a few words is still considered plagiarism. Head to the Spark Academic Integrity site as a reminder of what is okay/not okay: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/> and <https://spark.library.yorku.ca/creating-bibliographies-plagiarism/>. If you have discussed an assessment question with others from the course (e.g., in your study group), you should **ensure that you are not copying from each other. The use of (generative) AI resources is expressly forbidden unless it forms part of the assessment.**

**Electronic file-sharing is not permitted.** Some exceptions exist, such as sharing within your group in class or lab for the purpose of completing assignments/activities specifically designed to be collaborative or for sharing your own notes from class with students currently enrolled in the course who missed a session. Outside of that, sharing of files/answers (e.g., lab reports, assignments, questions) is not permitted. If you're unsure whether sharing is okay in your circumstance, check with us *before* sharing.

**Posting assessment questions or answers anywhere is considered aiding and abetting and is a breach of academic honesty.** Use of services (e.g., essay writing/editing/file-sharing websites or private services) that complete your assignments for you or provide "model answers" is **not permitted**. Some private tutoring companies claim an affiliation with York University; this is not true. There are serious consequences for individuals involved in breaches of copyright and/or academic honesty. From the official York University statement: "It has come to our attention that certain private tutoring companies are making claims that they are affiliated with York University. York has no affiliation with any of these companies, who are illegally passing themselves off as connected to or endorsed by York."

In this course we offer a flexible grading scheme, where for some course elements we drop your lowest assignments. This privilege is revoked if you are found to have not acted with academic integrity. *E.g., if you are found to have plagiarized one of the QOFs/submitted work that is not your own, that grade cannot be dropped.*

## 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 [Senate Policy on Academic Conduct and Procedures](#),** 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 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 an 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.

## **ZERO TOLERANCE POLICY for verbal abuse or harassment**

All students at York are governed by York's Code of Student Rights and Responsibilities (<https://oscr.students.yorku.ca/student-conduct>), which allows all students the right to pursue all academic activities without "harassment, intimidation, discrimination (or) disruption." You cannot disrupt or interfere with the academic activity of others, online or in-person. Students who engage in any type of abuse (e.g., threats, harassment, racist and/or sexist language) against their instructor and/or other students may be subject to punishment under York's Code of Conduct, the rules of the appropriate Department/Faculty, Ontario Laws and/or the Canadian Human Rights Code as required. Even if you drop a course, all incidents will be investigated regardless of student standing.

## **University Policies**

### **Grading Scheme**

In accordance with the York University Undergraduate Calendar Regulations, the letter grades assigned in undergraduate courses at York conform to the [York University grade descriptions and ranges](#).

### **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 you understand the norms and standards of academic integrity that we expect you to uphold.

You are required to maintain the highest standards of academic honesty and are subject to the [Senate Policy on Academic Conduct and Procedures](#).

The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of you to abide by such standards. Please review and familiarize yourself with the policy.

There is also a [York University 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. You 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
- Use of generative AI without permission

For more information on what academic integrity is and why it is important see please see the [Learning Commons' tutorial](#). Information on the process of investigations into breaches of academic honesty can be found at these [academic integrity FAQs](#).

### **Important Note from the FSc 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)**

We all need help from time to time and York has a variety of resources available to support you in your courses and your daily life. Below you can find links to these resources.

[Faculty of Science Academic Advising](#) – Departments also offer program-specific advising. Check with your Department's Undergraduate Office.

[York University Learning Commons](#) – General academic learning supports including library research, time management, study skills, career planning, etc.)

[Bethune College Writing Services](#) – Faculty of Science & Lassonde students can get support for written assignments (whether you're just starting or want someone to read it over). If you're from another Faculty try out the [Writing Centre](#).

[York University Library](#) – The library is your one-stop shop for information! Get articles & other resources ([including resources for student success](#)), study, use the equipment in the [Making & Media Creation Labs](#), & check out their workshops.

[York University Student Services](#) – Links to all student services (academic & personal)

[Centre for Indigenous Students Services](#) – Community space & supports for Indigenous students

[York International Support Services for International Students](#) – Advising, peer mentoring, & information about on-campus employment for international students

[York University English as a Second Language Open Learning Centre](#) – Offers support to English as another language students to improve English skills

[York University Centre for Human Rights, Equity, and Inclusion](#)

[York University Student Counselling, Health & Well-being](#)

[York University Student Well-being Resources](#) – Wide variety of resources to support your personal well-being

[Office of Student Community Relations](#) – Offers conflict resolution services & supports students through crises



[Food Access, Funding, & Supports/Resources](#) – Information on meal programs, food banks, emergency bursaries, community gardens, & more

[The Centre for Sexual Violence Response and Support](#) – Provides support & resources for those who have experienced or been impacted by sexual or gender-based violence

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

[Suicide Crisis Helpline \(24 hours a day/7 days per week\):](#) <https://988.ca>; Call or Text 9-8-8.

[GuardMe Student Support Program](#) – free, confidential health & well-being support

[Bethune College Peer Assisted Study Sessions \(PASS\)](#) – Facilitated study groups – available for specific 1<sup>st</sup> & 2<sup>nd</sup> year science courses

[Bethune College Peer Tutoring](#) – one-on-one drop-in tutoring to help you better understand concepts

[York Federation of Students Food Support Centre](#) – provides free non-perishable food & basic need items

## Accessibility

York University is committed to principles of respect, inclusion, and equality of all persons with accessibility needs across campus. The University provides academic accommodations and supports for students from all Faculties and programs with temporary and permanent accessibility needs (including physical, sensory, medical, learning, and mental health needs) who require accommodation related to teaching and evaluation methods/materials. 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.

To access 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.

**Additional information is available at the following websites:**

- [Student Accessibility Services](#)
- [York Accessibility Hub](#)

## 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 14 days of the date for which accommodation is sought. 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 a [Religious Accommodation Form](#) at least 3 weeks *before the exam period begins*.

Procedures are outlined in York's [Academic Accommodation for Students' Religious Observances](#).

## Ethics Review Process

York students are subject to the York University [Policy for the Ethics Review Process for Research Involving Human Participants](#). Ethics approval must be obtained prior to starting any research activities involving human participants, including research conducted by graduate or undergraduate students for a course/thesis/project/dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

## 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. Please see the [policy and procedures governing disruptive and/or harassing behaviour by students in academic situations](#).

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.

Please consult the [University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know](#).