



Department of Biology Course Outline

FALL 2022, SC/BIOL 1500 3.00 INTRODUCTION TO BIOLOGY

Course Instructor:

Dr. Lisa Robertson  Hear my name

How to address me:

Professor Robertson, Dr. Robertson,

Dr. R, Dr. Lisa

Personal Pronouns: (she/her/hers)

Email: b1500lec@yorku.ca

Note: If you have a 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. Please don't use the eClass message/email function or email my personal email address. Your email or message will not be read so please ensure to email the course email address for course-related questions.

Student Hours:

The last 20-30 minutes of each class.

What are 'Student Hours'?

Student hours are dedicated times through the week for me to meet with YOU. Please come to introduce yourself, ask questions about the course, or discuss course content.

Prerequisites: NONE. This course may not be taken by any student who has taken or is currently taking another university course in biology. This course is not eligible for Biology credit towards a Biology, Biochemistry, or Environmental Biology program.

Office Location: Please email me; I'm rarely in my office!

Class Times:

Monday & Wednesday, 2:30 – 4:00 pm

Class Location: CLH B (Curtis Lecture Halls, B)

[Click here for visual directions.](#)

Note: Please check timetable for room assignments closer to the start date of class in case of change.

Course TAs: TBD. The amazing TA team will be responsible for grading your assignments, tests, and exams.

Course Format: BIOL 1500 is an in-person, flipped classroom course. A flipped classroom is something that may be new to you. This approach to teaching involves learners completing readings and/or tasks *before* class so that time together is focused on active learning strategies (like activities, discussions, etc.) to increase student engagement and learning. If this approach is new to you, it may take some time to get used to it. But I am here to help you.

Study Spaces on Campus:

<https://currentstudents.yorku.ca/study-spaces>

Where to find stuff in this course outline!

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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. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources. You can find out more about the traditional homelands that you occupy by heading to <https://native-land.ca>.

Welcome to BIOL 1500!

Welcome! We're going to explore a range of foundational biology concepts as you gain a deeper understanding of scientific inquiry. We have a diverse group of students with varying biology backgrounds taking this course; some parts of it may be review while some parts may be brand new to you – that's ok! You will develop familiarity with the field of biology and develop scientific literacy and critical thinking skills that can be applied in other courses and other academic and non-academic settings. This course has a flipped classroom approach where class time will be student-centred and will focus on activities and discussions to help you develop knowledge and skills. Introductory courses like this one often appear to be composed of many facts that seem unchanging, however this is far from the truth! Biology is dynamic and continues to change. As new observations about the scientific world are made, we continually question and challenge existing hypotheses (through experimentation). So, make sure you think like a scientist; asking questions is an important skill in science!

Course Calendar Description: An introductory course in biology for students needing adequate preparation for SC/BIOL 1000 and SC/BIOL 1001. The course explores underlying theories and the unity and diversity of life. Topics include evolution, cell theory, introductory biochemistry, inheritance, biodiversity, and ecology.

Contacting Me

Please use b1500lec@yorku.ca to contact me, **not** the eClass message system nor my personal email address. In your email correspondence, please:

- Use your yorku.ca email address, if possible. Emails from other addresses may be filtered as spam/junk which will delay response.
- Put a **relevant description** in the email **subject line** and **include your name and student number** at the end of your email.
- **Allow 2 business days for a response.** To use my professional and personal time more effectively, I typically don't check email between 5 pm and 9 am, nor at any time on the weekends.

Course level learning objectives:

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

Course Content	Skills
1. Discuss the process of biological inquiry.	1. Develop skills and strategies for effective communication and critical thinking.
2. Understand the difference between a hypothesis and prediction.	2. Develop skills and strategies for wellness.
3. Discuss the process of evolution.	3. Work effectively, responsibly, and collegially with your peers in and out of class.
4. Describe how evolution is used to explain the unity and diversity of life.	4. Synthesize and summarize key points from the literature to provide relevant information and support for an assignment, argument, etc.
5. Describe the properties and processes of life and the differing scales at which life is studied.	5. Work effectively, within a group or individually, to gather, review and analyze biological information.
6. Describe the chemical nature of life and how biological molecules interact at the cell level.	6. Understand academic integrity and what constitutes academic misconduct.
7. Describe the major cellular processes of replication, metabolism and communication relating form and function in animal, plant, or prokaryotic cells.	7. Create new knowledge (in the form of reflections, activities, and other course assignments) with academic integrity, acknowledging clearly which ideas are not your own.
8. Discuss the role of genetic information and the environment in shaping an organism's phenotype.	
9. Relate genetic principles to population structure, speciation, and the evolution of organisms.	
10. Describe the biosphere and identify defining features of aquatic and terrestrial biomes.	
11. Describe the evolution of biological diversity and identify major features and properties of prokaryotes, protists, fungi, invertebrates, and vertebrates.	
12. Discuss principles of population ecology, community, and ecosystem structure, within an evolutionary context and applying them to conservation efforts and restoration ecology.	

Equity, Diversity, and Inclusion in BIOL 1500:

I hope this course will foster an inclusive, equitable environment that supports your learning and success. I am still in the process of learning about diverse perspectives, identities, and inclusionary practices and I will continually work to create an inclusive learning environment and appreciate your support while doing so. I am committed to fostering a learning environment and class community that is inclusive for everyone. We are here to learn and succeed together, support each other, and interact with respect and grace. This course was designed with a commitment to evidence-based teaching practices and the principles of Universal Design for Learning. YorkU students come from far and wide and represent a diversity of cultures and backgrounds and I welcome and support diverse experiences, thoughts, and perspectives in my classes. Historically, science has been subjective, influenced by cultural context, and has often been exclusionary. This means that there can often be biases in learning materials, which I am working to reduce and ultimately eliminate. I will continue improving this course, integrating diverse scientists and experiences.

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 an instructor, I will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate our knowledge and abilities on coursework Communicate openly without using deception, including citing appropriate sources 	<ul style="list-style-type: none"> Provide honest feedback on your demonstration of knowledge and abilities on coursework Communicate openly and honestly about course expectations and standards via the syllabus, instructions, and rubrics
Responsibility	<ul style="list-style-type: none"> Complete assigned material to prepare for class Show up to class on time, and be mentally/physically present Participate fully and contribute to learning and activities 	<ul style="list-style-type: none"> Ensure timely feedback on your coursework Show up to class on time, and be mentally/physically present Create relevant assessments and class activities
Respect	<ul style="list-style-type: none"> Speak openly with one another, while respecting diverse viewpoints and perspectives Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> Respect your perspectives even while I challenge you to think more deeply and critically Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Create fair assignments and exams, and ensure they are graded in a fair, and timely manner Treat all students equitably
Trust	<ul style="list-style-type: none"> Not engage in personal affairs while in class Be open and transparent about what we are doing in class Not distribute course materials to others without authorization 	<ul style="list-style-type: none"> Be available to you when I say I will be Follow through on promises Not modify the expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Say or do something when I 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

Course Readings & Materials: I will be providing access to free/otherwise accessible resources to help reduce the costs associated with this course. For each topic, you will be given a list of material to help you reach the learning objectives. Materials could include short concept videos and readings. If you wish to use the optional textbook, you may do so.






~~Textbook:~~ There is **NO REQUIRED textbook** for this course! There is an **OPTIONAL textbook**.

If you prefer to use one book/resource for the course, you can purchase the textbook, available as hardcopy or e-text, through the bookstore and through our eClass course site.

Biology: The Essentials, 4th Edition, by Hoefnagels (McGraw-Hill publishers)

eClass site: BIOL 1500 extensively uses the eClass site (<https://eclass.yorku.ca>). Here you'll find announcements, course materials, resources, discussion forums, etc. Check your email account associated with eClass regularly (at least three times per week) for course announcements.

Technology Checklist:

 <p>An internet-enabled device to access eClass & participate in class</p>	 <p>Zoom software installed on computer (just in case)</p>	 <p>Access to reliable internet for eClass access</p>	 <p>Webcam in case we meet over Zoom</p>	 <p>Microphone in case we meet over Zoom</p>
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Note: If you don't have access to a computer, webcam, microphone, consider borrowing a laptop from York U, financial aid from York, and [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/) (<https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/>)

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 – all things that you will be doing in this course! Learning happens best when people actively engage material on a consistent basis. This course has been designed according to Universal Design for Learning (UDL) principles that introduces flexibility into the course and addresses many accommodations (and the time provided allows for self-accommodation). Below a few common questions about assessments are included below, and you can find additional questions with answers in the FAQ on eClass.

What will I be doing in this class?

A lot of different things! While there is a component of the course that is “lecture-y”, it will hopefully be limited, and class will involve considerable active learning. Active learning during class time is focused on activities, discussion, and provides time for students to ask questions.

This course has been designed to help you establish good studying habits, engage with myself, your peers, and practice and check your understanding of material before tests and assignments all with a focus on wellness. This course is also set up to help you to develop your skills in thinking critically, writing, and collaborating – skills that are useful no matter what your future endeavors. Although class attendance is not mandatory, your participation and presence are appreciated by me and other students in the class; you’ll likely gain more (knowledge, wellness learning activity points) from being part of the activities.

Since there’s no required textbook, are there assigned readings? How should I prepare for class?

Yes, and when readings are assigned, you’ll be expected to do them on time, *ahead of class*.

You’ll get far more out of class if you come prepared. You will be provided with resources, or you may wish to use the optional textbook for the course. If you are struggling with an idea: talk to your fellow students (in class, on eClass, study groups, etc.), find and read additional references, and/or ask me. As well, you will be given time in class to work on assignments and ask questions— so use this time to your advantage. The course is work-intensive, but hopefully you find yourself well supported and your experiences here valuable!

Can I be a tourist, just listen, and not participate?

Participation is important in this course, and you won’t be as successful if you aren’t willing to participate and collaborate. There are marks given for participation (as part of the in-class activities) to encourage you to stretch your mind and discuss material in (and hopefully out of) class. The rules are simple for earning activity points: participation in class and in asynchronous activities should be relevant and on-topic, you must participate to earn marks (telepathy is not an effective form of communication in the class), and a good faith effort must be shown. Please be respectful of your peers’ thoughts and opinions; you can disagree, just do so respectfully and politely. Every one of you will have valuable input and perspectives to contribute. This doesn’t mean that every student is expected to speak up in every discussion, but I want everyone’s voice to be heard in this course.

What topics will we cover in this course?

A bunch! Here's a list, but please note that this list is subject to change and modification.

COURSE PART	TOPIC
PART 1: INTRODUCTION TO THE COURSE, BIOLOGY, & SCIENTIFIC METHOD	1.1 Introduction to the course, science, biology 1.2 Scientific Inquiry & the scientific method
PART 2: MOLECULES, MOLECULES EVERYWHERE	2.1 Chemistry basics, what is a molecule? 2.2 Water, what is a macromolecule?
PART 3: CELLS, CELLS EVERYWHERE	3.1 Cells & organelles 3.2 Prokaryotic cells 3.3 Eukaryotic cells
PART 4: ENZYMES & ENERGETIC PROCESSES	4.1 Membrane transport 4.2 Energy & enzymes 4.3 Metabolism, cellular respiration, fermentation 4.4 Photosynthesis
PART 5: MAKING CELLS – MITOSIS & MEIOSIS	5.1 Cell cycle & mitosis 5.2 Sexual reproduction & meiosis
PART 6: DNA, GENES & GENETICS	6.1 DNA, RNA, chromosomes, genes 6.2 DNA replication 6.3 Transcription 6.4 Translation & gene control
PART 7: EVOLUTION & ECOLOGY	7.1 Evolution, processes of evolution 7.2 Phylogenetic trees & classifying life 7.3 Population growth, inter species relationships 7.4 Biodiversity

Are there tests in this course?

YES! There are both formative and summative tests in this course. The term tests are formative and are not cumulative. The final exam is summative and is cumulative covering all course material. Test questions may include, but are not limited to, the following formats: multiple choice, true/false, matching, short answer.

How are the tests graded?

When possible, I try to reduce unintentional bias in grading by, for example, by instructing TAs in grading practices such as 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.

Can I hand in an assignment late?

Yes and No. Since life can suck rocks sometimes, I am offering flexibility in deadlines for course assignments and *some* wellness learning activities in the form of three (3) grace days. These three calendar days can be added onto an applicable assignment deadline (see below in the course components sections) and you do not have to request to use them. Unused grace days on one assignment are not transferrable to another. So, if an assignment that has grace days is due at 11:59 pm on a Friday you would have until 11:59 pm on a Monday to hand in the assignment without penalty. If you hand in the assignment after the end of the grace days, it will be subject to a 15% late penalty per calendar day for up to 3 days past the end of grace days. Course assignments that don't have grace days are time sensitive and I have tried to allow for enough time within the schedule for completion.

Grade Breakdown

COMPONENT	WEIGHTING & INFORMATION
WELLNESS LEARNING ACTIVITIES	15% (best 90%; completed throughout the term)
ASSIGNMENTS	40% (best 3 of 4; completed throughout the term)
TERM TESTS	20% (best test out of two (2) tests; not cumulative)
FINAL EXAM	25% (cumulative; during final exam period)

Wellness Learning Activities (15%)

This course will have a focus on mental health and wellness. While the course will require work, I want you to remain healthy! The Wellness Learning Activities will engage you with the course material and provide opportunity for skill building, while also focusing on strategies for wellness. I'll be doing my best to teach, communicate with, challenge, and support you and I know that you will also be doing your best. But we also need to remember to offer each other some grace this semester as things continue to evolve and change regarding the pandemic and other world events. Please remember that your health and well-being are more important than this (or any) course.

This class relies on the participation of students. Activity points will be earned both during and outside of class time. Understanding that you may have to miss a few classes, **you need only 90% of the total wellness learning activity points to earn the full marks towards your grade.** If you earn less than 90% of the total activity points, your mark out of 15 will be pro-rated. For example, if you earn 80% of the total activity points, your mark will be $(80/90) \times 15 = 13.33/15$ for the activity component of the course final grade. The table below illustrates the proposed wellness learning activities up to reading week. Wellness Learning Activities completed in eClass are eligible for grace days (see eClass for more

detail). Activities completed in class are not eligible for grace days; students must be present for class to earn in-class activity points. In class activities may include polls, clicker questions, discussion, worksheets, etc. Some activities will be graded on good faith effort while others will be graded for correctness. Some activities may be weighted more than others. More information on eClass and in class regarding specific detail of the activity and specific due dates.

WEEK	WELLNESS LEARNING ACTIVITIES	OPENS	CLOSES
1	<i>eClass:</i> Getting to know you survey <i>In class:</i> Course syllabus activity	Week 1 in class	Week 2 end of class
2	<i>eClass:</i> Learning activity <i>In class:</i> Scientific Inquiry activity; Chemistry Basics activity	Week 2 in class in class	Week 3 end of class end of class
3	<i>eClass:</i> Learning activity <i>In class:</i> Who's that macromolecule?	Week 3 in class	Week 4 end of class
4	<i>eClass:</i> Discussion forum post <i>In class:</i> Cell activities – structure vs function	Week 4 in class	Week 5 end of class
5	<i>eClass:</i> Glossary of terms for Test 1 <i>In class:</i> Cell activities – membrane transport	Week 5 in class	Week 6 end of class

Assignments (40%)

There will be four (4) assignments in this course that allow you to explore biological concepts and related skills more deeply. Full assignment details and marking rubrics will be posted on eClass. The lowest assignment grade will be dropped prior to final grade calculation.

Late policy: All Assignments are eligible for a 3-day grace period. After the last grace day for an assignment, a late penalty of 15% will be deducted per day up to a total of 3 days, after which time the assignment will be graded as a zero (0).

ASSIGNMENT	TOPIC	DUE
1	Academic Integrity	Week 2
2	Study strategies, metacognition, reflection	Week 4
3	Using energy – photosynthesis & respiration	Week 7
4	How structure of cells relates to function	Week 9

Term Tests (20%)

There will be two (2) term tests. The lowest term test grade will be dropped prior to final grade calculation. The tests will be held during class time and are **designed to take 45 minutes** each, but you will have the full 80-minute class period to complete them. The term tests will consist of multiple choice, short-answer, and problem-solving questions like the ones we practice in the course.

Missed term test policy: There are no make-up tests in this course and term tests do not qualify for grace days. If you miss a term test, you do not need to bring supporting documentation. The missed test grade of zero (0) will be automatically dropped due to the course test policy above. If a student misses both term tests, the second zero will count toward the final grade (unless student is eligible for appropriate accommodation).

TERM TEST	COURSE PART ASSESSED ON TEST	DATE
1	Parts 1-3	October 19
2	Parts 4-6	November 23

Final Exam (25%)

The final exam will take place during the Final Exam period and will be scheduled by the Registrar's Office. The final exam will take place in-person.

Missed final exam policy: If you miss the final exam, you must petition for deferred standing following York University policies and procedures. If you are approved to write a deferred exam, the deferred exam may be online or in-person at a date to be determined. The format of the deferred exam may be oral, essay, short answer, multiple choice, or a combination of these options.

Regrading/Reappraisal Procedures

Any marked term work may be submitted for regrading within 5 business days of the work being returned or grades/feedback made available to you. The regrade request will be sent to b1500lec@yorku.ca and must include a written rationale providing academically valid reasons for the reappraisal request. Within the rationale, you should refer directly to the rubric or marking key. Requests such as "because I need/deserve a higher mark" or "the grading was not fair" will not receive a response nor a regrade. Note that **regrading may result in the mark being raised, lowered, or staying the same; the grade resulting from a remark is final**. DR.R will be completing all regrades and will strive to review all reappraisals within 2 weeks of the deadline for the submission of a reappraisal.

Please note that to be fair and consistent **grades are not negotiable**. I have designed this course to have no one heavily weighted element and there is considerable flexibility and buffer built into the course. Grades will not be "curved". There are no alternative assignments that can be completed as 'extra credit'.

University Policies

Important Dates

Classes start: September 7

Reading Week: October 8-14

Drop Deadline: November 11 (last day to drop without course on transcript)

Course Withdrawal Period: November 13-December 7 (course still appears on transcript with 'W')

Classes End: December 6 (*but you never want 1500 to end...*)

Final Exam Period: December 8-23

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 I 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 I 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 like myself 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 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. You are expected to review the materials on the Academic Integrity website as part of the Academic Integrity Assignment you will complete during Weeks 1 and 2.

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 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)

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/>

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/get-help/peer-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.

Students in need of these services are asked to 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/2021-2022/policies-and-regulations>

Course Overview – *Topics and deadlines are subject to change. Wellness Learning activity deadlines are not outlined in this calendar. See eClass for more detail.*

SEMESTER WEEK & Course Part	Monday	Tues	Wednesday	Thurs	Friday
September					
WEEK 1 Part 1: Introduction	5	6	<i>First Day of Class</i> 7	8	9
WEEK 2 Part 2: Molecules, molecules, everywhere	12	13	14	15	16 <i>Getting to Know You Survey Due</i> <i>Academic Integrity Assignment Due</i>
WEEK 3	19	20	21	22	23
WEEK 4 Part 3: Cells, cells everywhere	26	27	28	29	30 <i>Study Skills Assignment Due</i>
October					
WEEK 5 Part 4: Enzymes & energetic processes	3	4	5	6	7
No Classes READING WEEK!!	10	11	12	13	14
WEEK 6	17	18	19 <i>Term Test 1</i>	20	21
WEEK 7	24	25	26	27	28 <i>Using Energy Assignment Due</i>
November					
WEEK 8 Part 5: Making cells – mitosis & meiosis	Oct. 31	1	2	3	4
WEEK 9 Part 6: DNA, genes & genetics	7	8	9	10	11 <i>Cells Assignment Due</i>
WEEK 10 Part 7: Evolution, ecology & diversity	14	15	16	17	18
WEEK 11	21	22	23 <i>Term Test 2</i>	24	25
WEEK 12	28	29	30	Dec. 1	Dec. 2
December					
Course Wrap Up	<i>Last Day of Class</i> 5	6	7	8	9