



Department of Biology Course Outline

WINTER 2023 BIOL 1001 3.0 Evolution, Ecology, Biodiversity & Conservation

Course Instructors:

Section M: Dr. Tamara Kelly  [Hear my name](#)

Section N: Dr. Junyan Zhang  [Hear my name](#)

Section O: Dr. Mark Vicari  [Hear my name](#)

Section P: Dr. Elizabeth Clare  [Hear my name](#)

How to address us & our pronouns ([why do we share our pronouns?](#)): Dr. Kelly (she/her) Dr. Zhang (she/her); Dr. Vicari (he/his); Dr. Clare (she/her)

Lecture email: b1001lec@yorku.ca (please put your section in the subject line)

Office Location: See your section's eClass

Note: If you have a question, you can send us an email, visit us during student hours, or approach us after class.

Student Hours: Please see section eClass

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.

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

***We will be recording classes.** Lecture recordings pick up sounds in the classroom and thus your voice may be recorded.

Prerequisites: SC/BIOL 1000 3.0 is strongly recommended

Class Times & Locations (click on room name for visual directions):

Section M (Kelly): Mon/Wed/Fri 13:30 – 14:20 [CLHI](#)

Section N (Zhang): Mon & Fri 13:30 – 14:20 [CLHL](#)
Wed 13:30 – 14:20 [ACE 102](#)

Section O (Vicari): Mon/Wed 17:30 – 18:50 [LAS A](#)

Section P (Clare): Mon/Wed/Fri 8:30 – 9:20 [ACW 109](#)

Labs (see lab eClass for locations):

Lab Director: Dr. Mark Vicari

Lab Coordinator: Nargol Ghazian

Lab email: b1001lab@yorku.ca

Study Spaces on Campus:

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

Course Outline Table of Contents:

Land Acknowledgement	p1
Course Learning Objectives	p3
Inclusive Teaching Statement	p3
Community Guidelines	p4
Contacting Us	p5
Learning Materials	p5
Course Assessment	p6
University Policies and Important Dates	p14
Course Schedule	p17

Land Acknowledgement

Many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. As members of the York community, we acknowledge our presence on the traditional territory of many Indigenous Nations, whose relationship with the land is inseparable. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. This land 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. Some time for this course is spent away from campus and conducted from your own home. You can find out more about the traditional homelands that you occupy via <https://native-land.ca>. A land acknowledgement is just one step in the reconciliation process and if you are a settler, we encourage you to reflect on how you can contribute to that process both in and out of class.

We'll be using several technologies this term to help us connect and accomplish our goals, and we should acknowledge where these tools “reside” in terms of their headquarters and honour the land that supports all aspects of our learning. *eClass* is powered by Moodle headquartered in West Perth, Australia. The Whadjuk people of the Noongar nation are the traditional custodians of this area for more than 45 000 years, and we acknowledge their continuing contributions to the region. *Panopto*, (video) has headquarters on the unceded land of the Duwamish people of the Coast Salish. *Microsoft* headquarters are in the occupied land of the coastal Salish people who have resided there since time immemorial. *Zoom* in San Jose, California, relies on resources from Cession 274 territory, part of the traditional territories of the Muwekma Ohlone, a collective of approximately 50 separate tribes with related languages that have lived in the Bay Area for 10 000 years.

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 LOs. 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 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 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"> 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. 	<ol style="list-style-type: none"> 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. <p>*Topic-specific learning outcomes on BIOL 1001 eClass.</p>

Inclusive Teaching Statement:

We are committed to providing and encouraging an 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 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/eslclc/> 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	<ul style="list-style-type: none"> Honestly demonstrate our knowledge and abilities on assignments and exams 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 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	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class Participate fully and contribute to team learning and activities 	<ul style="list-style-type: none"> 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	<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 we 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 grade them in a fair, and timely manner Treat all students equitably

As students, we will...		As a teaching team, we will...
Trust	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<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 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.

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, as well as your section (M, N, O, or P)** in the email **subject line**.
- Include your NAME** (this helps us know which name you'd like to be addressed by) **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.

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 (section-specific): course information (e.g., lecture slides, quizzes).
- Lab eClass site: lab information, including additional lab materials and quizzes

Technology Checklist:

 <p>An internet-enabled device to access eClass and iClicker</p>	 <p>Zoom (or similar) software for Q&A and some labs</p>	 <p>Webcam for some labs</p>	 <p>Microphone for Q&A and some labs</p>	 <p>Symbio BIOL 1001 W2023 activation key for labs 2, 3, & 5</p>	 <p>iClicker for in-class activities (free; use your YorkU email)</p>
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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/). (<https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/>)

Learning Outcomes: 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>

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/bi-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)
- **Online pre-class preparation quiz** (to be completed prior to the start of the week’s classes)

- **Activities completed during class**, some of which might have asynchronous options (in case you miss a class; see your section's eClass page). 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 other week, 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 several days to complete quizzes, labs, QOF, 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 section instructor (b1001lec@yorku.ca) (and lab coordinator, b1001lab@yorku.ca if labs are affected) is 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 9 of 11)
ACTIVITIES^	5% (best 75%)
QUESTION OF THE FORTNIGHT (QOF) ASSIGNMENTS^	20% (best 4 of 5)
MIDTERM TEST^	20%
FINAL EXAM^	30%
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 11 pre-class preparation quizzes (~1 per week) based on the material (readings and/or pre-recorded lectures) to complete prior to class, 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, of which only the higher grade will count.

The best 9 of 11 quizzes will be used to calculate your total Pre-class Prep 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, and therefore **grace days can NOT be applied to quizzes**. 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 section's eClass page for dates.

Activities (5%)

Activities may include clicker questions, worksheets, minute papers/reflection questions, etc., some of which may be administered in-class, while others may 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, but we understand that this will not always be possible; thus, there will be alternative options to submit activities for those circumstances. You must register for iClicker and **attend the section in which you are registered to receive marks for the clicker questions. You must use your own iClicker account.** Use of an account not registered to you is a breach of academic honesty and will be reported.

In-class activities are worth ~5 points per day and you must complete most questions to earn the full mark (e.g., for clickers you must complete 80% of the questions that day to earn the 5 points). When calculating the activities component of your course grade, we will drop 25% of the points. That is, you need only complete 75% of the total number of points to earn the full amount; less than 75% will be adjusted accordingly. This is to account for the occasional missed activity, for whatever reason (e.g., illness or technical issue). 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.** Take a deep breath; missing one class is unlikely to affect your grade.

Question of the Fortnight (QOF) (20%)

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. 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 Crowdmark and Turnitin.com.

QOF are marked for correctness and clarity (*i.e.*, how well your answer is communicated). There are 5 QOF (we expect the first QOF to be released Fri. Jan. 20). 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 4 of 5 QOF assignments that will count toward this mark.**

QOF GRACE DAYS: We understand that life happens and as such, you may submit up to two QOF 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 courses in second-, third-, and fourth-year 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.
- It is your responsibility to keep track of how many QOFs for which you've used grace days.
- If you don't 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. In sum, you can submit a maximum of 2 assessments late and none of these more than 3 days late.
- **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.
- Once your grace days are used up, any further late submissions will earn a grade of 0.

QOF #	ON CONCEPTS FROM*	OPENS	DUE	WITH GRACE DAYS	GRADE VALUE (BEST 4 OF 5)
1	Weeks 1 – 2	Fri. Jan. 20	Thurs. Jan. 26	Sun. Jan. 29	5%
2	Weeks 3 – 4	Fri. Feb. 3	Thurs. Feb. 9	Sun. Feb. 12	5%
3	Weeks 5 – 7	Fri. Feb. 17	Thurs. Mar. 9	Sun. Mar. 12	5%
4	Weeks 8 – 9	Fri. Mar. 17	Thurs. Mar. 23	Sun. Mar. 26	5%
5	Weeks 10 – 11	Fri. Mar. 31	Thurs. Apr. 6	Sun. Apr. 9	5%

*may require incorporation of some material from previous weeks

Midterm (20%)

The midterm will be held on Sunday March 5 from 1:30 – 3:30 pm and will consist of multiple choice and short-answer questions. You must write the midterm for the section in which you are registered. The midterm is a two-stage exam, in which Stage 1 is an individual exam and Stage 2 is a group 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.**

If you are registered with Alternate Exams, please let your section instructor know via email (b1001lec@yorku.ca) by **Fri. Jan. 20**.

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).**

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 in eClass and will be time sensitive. You must review your exam to submit a regrade (see below).

Final Exam (30%)

The April exam will include cumulative questions and will be 180 minutes long. Dates/times/rooms for April exams are scheduled and published by the Registrar's Office (RO); instructors find out when exams are the same day as you. You must write the final exam for the section in which you are registered. 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 5 QOF.**
- **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 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.

Labs (20%)

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 Jan. 16 or Jan. 23 depending on your lab section. 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 labs is 3 pm, Friday January 20, 2023.**

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.

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., M 03). There are five labs: Lab 1 is an on-campus, in-person exercise, while Labs 2, 3, and 5 are independent online (asynchronous) exercises you can complete on your own time within the indicated deadlines. Lab 4 will be conducted during your scheduled lab time and may be online (synchronous) or in person; details TBA.

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 (\$16.20 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 1 day late without penalty; for other labs, please see the BIOL 1001 Lab eClass website. SimBio labs that are more than one day 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 regarding the entire class, individual grades are **NOT** negotiable and individual 'extra credit' assignment are not available during or after the course. Contact your section 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/final exams:** You must review your test /exam and then submit a written rationale (based on academic merit) to 102 LSB within two days of viewing 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.
- Emails about regrades 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 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 3 weeks.

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).

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 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.**

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. See the official York University statement <https://vpap.info.yorku.ca/2020/07/statement-regarding-private-tutoring-companies-that-claim-an-affiliation-with-york-university/>.

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, 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 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 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 online/in-person 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

Important Dates

Classes start: Monday January 9, 2023

Labs start the week of Jan. 16 or Jan. 23 depending on your lab section.

Last day to switch labs: 3 pm, Fri. Jan. 20, 2023

Midterm: 1:30 – 3:30 pm, Sun. Mar. 5, 2023 (rooms TBA)

Drop Deadline: March 17, 2023 (last day to drop without course appearing on transcript)

Course Withdrawal Deadline: April 10, 2023 (course still appears on transcript with ‘W’)

Final Exam: Dates/times/rooms are scheduled and published by the Registrar’s Office

For additional important dates, such as holidays, refer to [York University’s Important Dates](#).

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>. While we try to avoid this as much as possible, final course grades may be adjusted to conform to Program or Faculty policies for grade distribution profiles.

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 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 you, as a 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. 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 intentionally or unintentionally)
- 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.

If you need 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), you 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

We (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-and-or-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 here: <https://calendars.students.yorku.ca/2021-2022/policies-and-regulations>

Course Overview – *schedule subject to change; see section eClass for topic schedule*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
January					
8	<i>First Day of Class</i> 9	10	11	12	13
15	<i>Labs start</i> 16	17	18	19	<i>QOF1 released</i> 20 <i>Last day switch labs</i>
22	<i>Labs start</i> 23	24	25	<i>QOF1 due</i> 26	27
29	30	31	1	2	<i>QOF2 released</i> 3
February					
5	6	7	8	<i>QOF2 due</i> 9	10
12	13	14	15	16	<i>QOF3 released</i> 17
No Classes!	20 Reading Week	21 Reading Week	22 Reading Week	23 Reading Week	24 Reading Week
26	27	28	1	2	3
March					
<i>Midterm 1:30-3:30 pm</i> 5	6	7	8	<i>QOF3 due</i> 9	10
12	13	14	15	16	<i>QOF4 released</i> 17 <i>Drop Deadline</i>
19	20	21	22	<i>QOF4 due</i> 23	24
26	27	28	29	30	<i>QOF5 released</i> 31
April					
2	3	4	5	<i>QOF5 due</i> 6	No Classes 7
9	<i>Last Day of Class</i> 10 <i>Withdrawal Deadline</i>				