

Department of Biology Course Outline

Summer 2025 BIOL1001 3.0 Biology II: Evolution, Ecology, Biodiversity & Conservation

Course Instructor: Dr. Junyan Zhang



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

Lecture email: b1001lec@yorku.ca

Lab Director: Dr. Mike Gadsden

How to address me & my pronouns: Professor Gadsden/Dr. Gadsden (he/him)

Lab email: b1001lab@yorku.ca

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

Student Hours: Posted on eClass

What are 'Student Hours'?

Student hours are dedicated times through the week for instructors 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

[Book a study space at the library](#)

Prerequisites: SC/BIOL 1000 3.0 strongly recommended

Class Times:

Mon, Wed & Fri, 12:30pm–14:20pm

Class Location: ACW206

[Click here for visual directions](#)

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

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

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

[Course Outline Table of Contents:](#)

Land Acknowledgement	p1
Course Learning Objectives	p3
Inclusive Teaching Statement	p3
Community Guidelines	p4
Contacting Us	p5
Learning Materials	p5
Course Assessment	p6
University Policies	p13
Course Schedule	p16

Land Acknowledgement

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

Welcome to BIOL 1001!

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

Our role as instructors is to provide you with multiple learning opportunities in an environment that challenges you, encourages you to ask questions and engage in scientific thinking, such that you can achieve the course Learning Objectives. While we may not always be able to answer your questions, we can usually help you find out more. We also encourage you to seek answers to your questions on your own—an important skill to practise!

To get the most of out of this course, **you are expected to complete the required readings and online work prior to class time.** *As in all courses, you are expected to spend time beyond the regular course hours in preparation, review, studying, etc., related to the course.*

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

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

Course Calendar Description

A continuation of SC/BIOL 1000 3.00, 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.**

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.

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

Inclusive Teaching Statement

We 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 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. Please join us in our efforts to make this class accessible and welcoming to all, and a space where diversity and different perspectives are valued, and all involved—students, TAs, instructors—are treated with respect.

We must 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 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 let us know if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

York U students come from far and wide and represent a diversity of cultures and backgrounds. To support students whose primary language is not English, [various supports are available at York University](#).

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. Familiarize ourselves with the York University academic integrity website. 	<ul style="list-style-type: none"> Provide honest feedback on your course work. Communicate openly and honestly about the expectations and standards of the course via the syllabus, instructions and rubrics.
Responsibility	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class. Show up to class on time, and be mentally/physically present. Participate fully and contribute to team learning and activities. 	<ul style="list-style-type: none"> Provide timely feedback on your course work . 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. 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.
Trust	<ul style="list-style-type: none"> Stay on topic during 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 all students when we say we are. 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.

Learning Materials

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

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

E-text (digital):

- Freeman et al. 2018. 'Biological Sciences', 3rd Cdn edition, Pearson eText. Please see the Bookstore link on lecture eClass site to purchase (\$106 + HST)

Physical textbook versions (only available as used copies; prices vary according to seller)

BIOL 1000/1001 Custom text for York University (based on 3rd Cdn edition, Pearson) (jellyfish cover)	BIOL 1001 Custom edition of 'Biological Sciences', 3rd Cdn edition, Pearson (forest stream cover)	Freeman et al. 2018. 'Biological Sciences', 3rd Cdn edition, Pearson (full book, bird on cover)	Copies of the textbook are on reserve at Steacie Library and Scott Library 24-hour reserve sections
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Other readings may be assigned during the course and will be made available to students. Lab information is posted to lab eClass site.

Simbio Activation Key: Purchase information and link on lab eClass site (\$35.70 Cdn directly from Bookstore) or Simbio site (\$20.25 USD, variable exchange rates)

Technology Checklist

 <p>Internet-enabled device (eClass, and online labs)</p>	 <p>Zoom for online student hours</p>	 <p>Microphone for Q&A</p>	 <p>Simbio BIOL 1001 Summer 2025 activation key</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.](#)

Learning Objectives

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

Contacting Us

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

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

Assessment in this Course

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

When possible, we promote consistency in grading and reduce unintentional bias by having marking rubrics, having TAs grade a subset of assignments, which are then reviewed by instructors (“grading calibration”), and grading anonymously where possible (i.e., Crowdmark does not show a name in grading mode).

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

In designing BIOL 1001, we employed 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 (some exceptions apply), technical difficulties, late course registration, etc.**—for almost all course elements to give everyone a chance to complete the course successfully. For example, you normally have several days to complete quizzes, labs, etc., and most (but not all) course components allow you to miss the occasional assessment without penalty. **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.

Religious accommodation: Please let your course instructor (b1001lec@yorku.ca) and lab director (b1001lab@yorku.ca) know of any potential religious conflicts within **the first 2 weeks** of term. This will help us to better accommodate you. See ‘University Policies’ for more information.

Grade Breakdown

COMPONENT	GRADE VALUE
PRE-CLASS PREPARATION QUIZZES [^]	4% (best 8 of 10)
ACTIVITIES [^]	5% (best 80%)
QUESTION OF THE WEEK (QOW) [^]	6% (best 3 of 4)
MIDTERM TEST [^]	25%
FINAL EXAM [^]	40%
LABS* (mandatory even if repeating the course)	20%

According to the Biology Department policy, both lecture[^] and lab components* must be passed independently to pass the course.

Pre-Class Preparation Quizzes (4%; best 8 of 10)

You will have 10 practice quizzes (~1 per topic) 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.

The best 8 of 10 quizzes will be used to calculate your total Pre-class Preparation 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 eClass page for dates.

Activities (5%; best 80%)

Activities may include short answer questions, worksheets, reflection questions, etc., it will be online and completed outside of class time. Items in the activities category **are graded for reasonable participation/completion**; you must make a reasonable effort at answering all questions and for collaborative submissions you must have made substantial contributions. No points may be awarded if little effort was made (e.g., missing answers to some questions).

When calculating the activities component of your course grade, we drop 20% of the points total. That is, **you need only complete 80% of the total number of points to earn the full amount**; less than 80% 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 cannot be granted or accepted, as participation is a crucial component of this course. Doctors' notes will not be accepted.** Take a deep breath; missing one class is unlikely to affect your grade.

E.g., if you earn 70% of the total activity points, your mark will be $(70/80)*5 = 4.375/5$.

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

Question of the Week (QOW) (6%; best 3 of 4)

Approximately every week, you will have a Question of the Week (QOW). These are short-answer questions at the level of application, analysis, evaluation, and/or creation that help keep you on top of the material. As well, QOWs provide practice answering short answer questions for exams. You are **expected to complete this QOWs individually** and with no aids (unless otherwise indicated). **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 QOWs must be submitted to **both Crowdmark and Turnitin.com.**

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

QOW #	ON CONCEPTS FROM*	OPENS	DUE	WITH GRACE DAYS	GRADE VALUE (BEST 3 OF 4)
1	Week 1-2	Mon, June 30	Fri, July 4	Sun, Jul 6	2%
2	Week 2-3	Mon, July 7	Fri, July 11	Sun, Jul 13	2%
3	Week 3-5	Mon, July 21	Fri, July 25	Sun, Jul 27	2%
4	Week 5-6	Mon, July 28	Fri, Aug 1	Sun, Aug 3	2%

*may require incorporation of some material from previous weeks

QOW GRACE DAYS: We understand that life happens and as such, you may submit up to TWO (2) calendar days after the due date 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 QOWs;** they do not apply to quizzes, activities, or exams. (See the Lab eClass page for information regarding lab assignments policy).
- **Grace days will be applied automatically.** Please don't email to ask permission to use them.
- **2 days = 2 calendar days.** If you submit 1 hour late, it still counts as 1 day. Each day in a weekend counts as 1 day each. There is **10%** late penalty each day for maximum five days. Submissions later than five days after the grace days will receive a Zero.

Because the marking scheme has flexibility for missed classes and technical glitches, additional exemptions/extensions (including accommodations and doctor's notes) cannot be granted or accepted, as participation is a crucial component of this course.

Midterm (25%)

The midterm will in person on Monday, July 14 during the scheduled class time.

If you are registered with Alternate Exams, please let your instructor know via email (b1001lec@yorku.ca) by Friday, July 4.

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).

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.

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 (40%)

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

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

- **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.

- c. [Petitions to defer a final exam](#) require an [Attending Physician's Statement](#) (this is not the same as a doctor's note).
- **If you are ill**, please do not enter the exam room; once you have written an exam, your mark will stand regardless of the reason you may have once the exam is over.

Labs (20%)

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

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

Labs start the week of June 30. See the lab schedule on the BIOL 1001 Lab eClass site for schedule details, to determine your group number, and for details on lab assignments and deadlines. **The last day to switch lab sections is June 30. Switches can only be made through the enrolment system into a lab section that has space available.**

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

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

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

- If you have a Chromebook, contact the SimUText support team to determine if your system supports SimUText.
- For SimUText technical support, including questions about system requirements, please consult the support team at <https://simutext.zendesk.com>
- Purchase of the code to access the SimUText labs may be completed either as:
 1. a voucher from the York Bookstore, or
 2. directly from the SimBio company at the time of SimUText registration using a credit card. **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.

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

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

Course Academic Integrity & Generative AI Policy

We expect that for each element of this course, you have completed the work yourself. 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, thus a zero (0) will be assigned. Plagiarism (copying) is prohibited; the work would not be your own. Copying a sentence, paragraph, or more and then just changing a few words is still considered plagiarism. **The use of (generative) AI resources (e.g., ChatGPT) is not permitted and use of it will be treated as a breach of academic honesty.**

Posting lecture or lab 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.

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 plagiarized one of the QOWs/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 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 verbal abuse or harassment

All students at York are governed by [York’s Code of Student Rights and Responsibilities](#), 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

[York University Important Dates](#)

Drop Deadline: July 21, 2025 (last day to drop without course on transcript)

Course Withdrawal Deadline: August 5, 2025 (course still appears on transcript with ‘W’)

Grading Scheme

The letter grades assigned in undergraduate courses at York conform to the descriptions and grade ranges shown here: [Grades and Grading Schemes](#).

Academic Honesty and Integrity

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

York students are required to maintain the highest standards of academic honesty and they are subject to [the Senate Policy on Academic Honesty](#). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Please review and familiarize yourself with the policy.

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

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

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

For more information on what academic integrity is and why it is important please see the [learning Common's 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 (FSc) 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)

[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](#) – Number of resources to support your well-being

[Office of Student Community Relations](#) – Offers conflict resolution services & student supports for 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 1st & 2nd 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 services for students with accessibility needs (including physical, medical, learning, and psychiatric needs) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

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

Additional information is available at the following websites:

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

York Accessibility Hub: <https://www.yorku.ca/accessibilityhub/>

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 your Instructor/Lab Director within 14 days of the date for which the accommodation is sought (however, the earlier you contact us, the better!). Similarly, should an assignment to be completed in a lab scheduled later in the term pose such a conflict, contact the Lab Director immediately as these may take longer to plan accommodations. Procedures are outlined in York's [Academic Accommodation for Students' Religious Observances](#).

To arrange an alternative date or time for an examination scheduled during the formal examination periods (April), students must complete and submit a [Religious Accommodation Form](#) at least 3 weeks before the exam period begins.

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](#).

Course Overview

Schedule subject to change; see eClass for topic schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
June					
22	Classes start 23	24	25	26	27
July					
29	QOW1 opens 30	Canada Day University Closure 1	2	3	QOW1 due 4
6	QOW2 opens 7	8	9	10	QOW2 due 11
13	Midterm test 14	15	16	17	18
20	QOW3 opens Drop deadline 21	22	23	24	QOW3 due 25
27	QOW4 opens 28	29	30	31	QOW4 due 1
August					
3	Civic Holiday University Closure 4	Classes end Course Withdrawal Deadline 5	Study day 6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
Final exam period: August 7-14					