

## Department of Biology Course Outline

### SC/BIOL 1001 3.0 Biology II – Evolution, Ecology, Biodiversity & Conservation Summer 2019

#### Course 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 alternate weeks. One term. Three credits.

#### Prerequisites

SC/BIOL 1000 3.00; Course credit exclusions: SC/BIOL 1010 6.0, SC/BIOL 1410 6.00

#### Course Instructors and Contact Information

**Course Director/Instructor:** Dr. Mark Vicari

- Email: [b1001lec@yorku.ca](mailto:b1001lec@yorku.ca)
- Office hours: Room 151A Farquharson, Wednesdays and Fridays 1:45-2:45, or by appointment

**Laboratory Coordinator:** Ms. Stephanie Haas

- Email: [b1001lab@yorku.ca](mailto:b1001lab@yorku.ca)

**First Year Biology Office:** 102 Life Sciences Building (LSB)

**First Year Biology Program Assistant:** Ms. Nalini Doodnauth

*\*Please see policy on email etiquette below in course policy section before sending an email*

#### Schedule

**Lecture Schedule:** Mon./Wed./Fri. 11:30-13:30 in ACW 109

**Laboratory Schedule:** Please consult the laboratory schedule found on the laboratory Moodle site ([moodle.yorku.ca](http://moodle.yorku.ca)). Laboratory times and places vary by lab section. Note **labs begin week of June 17** (first week of classes).

## Evaluation

<b>Midterm Test 1:</b>	18%	<b>Wed. July 3 2019, 11:30 am – 1:15 pm;</b> two-stage
<b>Midterm Test 2:</b>	22%	<b>Wed. July 17 2019, 11:30 am – 1:15 pm;</b> two-stage
<b>Final exam:</b>	33%	<b>Final exam period, scheduled by Registrar's Office</b>
<b>Activities (clickers, etc)*</b>	5%	Includes clicker questions, worksheets, etc.
<b>Quizzes**</b>	3%	
<b>Laboratory**:</b>	22%	Mandatory, even if repeating the course.

• **Midterms are mostly multiple choice, but will contain some short answer questions.** The final exam will include cumulative questions but will have an emphasis on new (previously untested) material. Dates/times/rooms for final exams are scheduled and published by the Registrar's Office (RO); instructors find out when the exams are the same day you do.

\* Many of the items (clicker questions, worksheets, online activities) used in this category will include points for participation/completion. The lowest 20% of questions (including zeroes) will be dropped from your grade. This is to account for an occasional missed class (e.g., due to illness or other reasons) or malfunctioning clickers, etc.

\*\*Quiz points are awarded based on correctness. The lowest 20% of questions (including zeroes) will be dropped from your grade. This is to account for forgotten quizzes, technical issues, etc.

**\*\*Both lecture and laboratory components must be passed independently to pass the course.**

*Note: Final course grades may be adjusted to conform to Program or Faculty policies for grades distribution profiles.*

## Important Dates

### LABS START THE WEEK OF JUNE 17.

*See the lab Moodle site for schedule details and to determine your group number*

**The last day to switch labs is Jun. 20, 11:00 am. No switches will be allowed after that time.**

### MIDTERMS & EXAMS

- Midterm Test 1 **Wed. July 3, 11:30 am – 1:15 pm**
- Midterm Test 2 **Wed. July 17, 11:30 am – 1:15 pm**
- FINAL EXAM: Dates/times/rooms for exams are scheduled and published by the Registrar's Office

**Last day to drop the course without receiving a grade or a "W": July 15, 2019**

*For additional important dates such as holidays, refer to the ["Important Dates"](#) section of the Registrar's Website.*

## Resources

*This includes material designed for use as part of SC/BIOL 1001 3.0 at York University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.*

**Copying this material for distribution (e.g. uploading material to a commercial third-party website) is a violation of Copyright law.**

### Textbooks and other materials

- Freeman *et al.* 2018. Custom edition of 'Biological Sciences', 3<sup>rd</sup> Cdn edition, Pearson (Not same text as BIOL 1000) (Copies of text are available on short-term reserve at Steacie Library.)
  - Students are expected to read relevant sections of the text/other assigned readings prior to class or lab. There will be short quizzes completed on Moodle, based on these readings.
- McMillan, 2012 "Writing Papers in the Biological Sciences" 5th ed. W.H. Freeman Publishing (same as for BIOL 1000)
- BIOL 1001 Winter 2019 SimBio package of three online labs. Activation key can be purchased as a voucher from the York Bookstore, or directly from SimBio (online) using a credit card.

- Other readings may be assigned during the course and will be made available to students.

#### **Clicker (personal response system)**

- You must bring a wifi-capable device to class (smartphone, tablet or laptop) and register with iClicker to receive marks for the quizzes and in-class activities. Activities include clicker questions, worksheets, minute papers/reflection questions (both in-class and online), as well as surveys etc. These are opportunities to determine or reflect on what you know such that it can guide your studying.
- If you do not have your own device you can sign one out from Learning Technology Services. Please see Lisa Caines Ogini in 1050 Dahdaleh (lcaines@yorku.ca).

#### **Laboratory coat and safety goggles** (available in York Bookstore)

- Students are required to bring a laboratory coat and safety goggles to each wet lab (these are labs that occur in LSB 215, 217 and 219). Students lacking these items will not be permitted to remain in the lab and no makeup lab will be granted.

#### **Course Moodle Sites:** <http://moodle.yorku.ca>

- This course has two Moodle sites – one for lecture and one for lab.
- **Lecture Moodle site:** course information (*e.g.*, lecture slides, test grades, quizzes). Visit often for updates.
- **Lab Moodle site:** information related to the lab component, including additional lab materials and quizzes. Visit it often for updates.

## Learning Outcomes

Upon successful completion of the lecture component, students will be able to:

- Relate concepts from BIOL 1000 to those in BIOL 1001.
- Use the process of scientific inquiry to make effective decisions/arguments about real-world biological issues, including assessment of information in the media using scientific reasoning.
- Describe the nature of science, how scientific knowledge is iterative and cumulative, the process by which scientific knowledge comes to be accepted as valid, including the roles of prediction, evidence, consensus, and authority and what is, and is not, appropriate subject matter to scientific study.
- Explain and illustrate the predictive power of scientific theories and how acceptance or rejection of hypotheses takes place.
- Use proper biological terminology with correct scientific meaning and appropriate context.
- Explain, in basic terms, how evolution (via mechanisms not limited to natural selection) shapes life on Earth, the necessity of genetic variation (*e.g.*, through mutation), and how many behavioural traits are adaptive.
- Describe how populations can change over time and space through intraspecific interactions and environmental constraints.
- Describe the history of evolutionary thought, and the evidence for evolution and the common ancestry of life.
- Explain how phylogenetics is used to generate hypotheses about the history of life on Earth.
- Describe the mechanisms by which speciation can occur, difficulties in assigning a universal definition of the term 'species', and why the term can vary between groups of organisms.
- Describe the different factors that can influence population growth, explaining differences in their effects.
- Describe how interspecific interactions can shape populations and the communities these populations comprise.
- Relate conservation plans with evolutionary processes and population dynamics.
- Describe how energy and matter flow and/or are recycled in ecosystems, and how ecosystems may change over time due to natural or human-induced processes.

Upon successful completion of the lab component of BIOL 1001 3.0, students will be able to:

- Carry out basic biological laboratory activities with safety and reliability.
- Develop hypotheses and make predictions in a variety of simple biological laboratory experiments (real or simulated).

- Make descriptive observations of biological specimens (via microscope and/or eye).
- Prepare clear, appropriately labelled and formatted figures and tables for presentation of results from biology experiments (real or simulated).
- Perform basic literature searches and find library resources relating to biological topics.
- Organize and display multiple reference courses in a requested format (relating to an acceptable biological journal)
- Prepare a basic biology laboratory report in the appropriate format, (including several of the items above) citing and listing references correctly.
- Describe what constitutes plagiarism.
- Prepare written work that paraphrases (and cites) reference sources appropriately (and otherwise abide by principles of academic integrity).
- Effectively and collegially work with others in the biology laboratory and class setting.

## Course Content

In this course, you are introduced to biological terminology and major concepts that underlie this field and continue to develop a foundation for further courses/work in biology and related areas. While the scope of material in this course is very broad, **students are encouraged to consider common threads and themes** that extend across the various topics, including those presented in BIOL 1000. This course is intended to help develop scientific literacy and critical thinking skills required of citizens in modern society.

Introductory survey courses often seem to be composed of a huge set of known, static facts, but the science of Biology (and other areas) is **dynamic, questioning, and continually changing over time**. In science, we are constantly challenging existing hypotheses and models through experimentation as new observations are made. Our role as instructors is to provide you with multiple learning opportunities in an environment that challenges you, and to encourage you to ask questions. Thus, you should feel comfortable asking questions in class and in the laboratory. We may not always be able to answer your questions, but we can usually help you find out more. Asking questions is an important skill in science (and it's always good to practise!). We also encourage you to seek answers to your questions on your own—another important skill to practise! **You are expected to complete the required readings and online work prior to class time.**

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. Skills gained in the labs are valuable in future lab courses, and often can be applied in other academic or workplace situations.

### Lecture Topics will include

- Nature of science
- Mechanisms of evolution (which incorporates your knowledge of genetics from BIOL 1000)
- Macroevolution
- Phylogenetics
- Human evolution
- Ecology
- Conservation biology

**As in all courses, students are expected to spend time beyond the regular course hours in preparation, review, studying, etc., related to the course.**

***Topic-specific learning outcomes are available on the Moodle Course Website.***

## Experiential Education and E-Learning

***E-Learning:*** online quizzes (both lecture and lab), in-class clickers & worksheets, supplemental videos

***Experiential Education:*** Lab work, teamwork in class and in labs!

## Other Information

Laboratories start week of Jun. 17<sup>th</sup> – check the lab schedule on the lab Moodle site to see what week your group starts.

See lab schedule for details and to determine your group

### Tips for Studying:

- **Be active in your studying:** Common passive study strategies (*e.g.*, re-reading the textbook, re-writing class notes or passages from the text, highlighting portions of the text) have been shown to be less effective than when **active** study strategies are used (*e.g.*, asking yourself questions, making connections between concepts, creating diagrams, trying to figure out the answer to questions before looking up answers). Each week try to do answer the LOs and homework/practice questions related to them first without using your book/notes; then you can better identify gaps and areas that need more review/consideration.
  - Reviewing and testing yourself frequently (*e.g.*, each week) leads to better learning than binge-studying immediately before tests. This means you're better prepared for a test and ultimately means less re-learning of material before the final exam.
  - Put yourself in your instructor's shoes and use the LOs to develop multiple choice and short answer questions. *i.e.*, Given an LO, what questions could you ask to see if someone had mastered that outcome?
- **The learning outcomes (LOs) are your guides to prepare** for the assigned readings and tests. Look at the LOs before reading the text. This can help you figure out what you need to focus on while reading and you won't feel overwhelmed by details you don't need to know. When I design a test, I make sure that each question relates to one or more LOs.
- **Take notes in class, in your OWN words.** Research shows that increased note-taking helps with learning, but that these notes should **rephrase the ideas in your own words**. The powerpoint notes provided by the instructor are there only as a skeleton guide; **they are not a complete set of notes, and are a poor substitute for attending lecture; all BIOL 1001 instructors focus their testing on material covered in class, not sections of the textbook.**
- **Ask questions** Ask yourself questions while you're reading, and try to answer them. If you have a question in class, while reading, immediately take note of it. Then ask a classmate. Ask me. Questioning is part of learning.
- **Draw it out!** Take problems and sketch them out. Don't try and rely on keeping everything straight in your head.
- **Watch your vocabulary!** Biology uses words that may seem quite familiar to you, in very specific ways. This can create confusion, particularly with respect to words that are often used in everyday language. Make sure you are thinking of the appropriate scientific definition when reading, listening to lecture, etc. (look it up if you can't remember it!) **Don't know a word? Look it up**, otherwise you may be missing important ideas from the readings, videos, or classes.
- **Study in groups!** What one person doesn't understand, another may be able to teach. Research has shown that helping each other to learn (*i.e.*, study) improves marks on both sides: for the person being helped and the person explaining the concept.
- **Don't give up if you don't know the answer right away.** This is particularly important when studying. Learning requires effort. If you're trying to do a question but can't remember something right away, give yourself a moment or move on to another question and come back. The act of retrieving information actually reinforces pathways to the information.
- **Mix up your studying.** Don't study one type of question, then another type of question. Research shows that mixing up makes the study session more effortful and thus more productive.

- **Midterms & Exams** will consist of multiple-choice questions, multiple true/false, and short answer questions (explaining, and application of concepts) Keep in mind the following as you answer questions:
  - **Read test questions carefully and answer the question being asked.**
  - **Multiple-choice questions:** Each question is worth 1 mark. Work your way through your test answering all questions that you can; mark those that you cannot answer, and return to these later. You don't have to answer the questions sequentially—this means that you shouldn't spend 15 minutes on a question early on in the test to the detriment of answering other questions.
  - **Short answer questions:** Don't simply look for a keyword and then regurgitate all you ever learned, or wish you learned, about that word. If you're confused, ask a TA or the instructor for clarification (but remember we can only guide you so much). The key is to practice answering questions throughout the term. We've built in lots of this throughout the term (*e.g.*, clicker, quiz), but you need to take advantage of these opportunities for practice and learning and put effort into them.
    - Don't re-write the question—this takes up precious time and space—just answer it!
    - Provide answers in ***clear, legible writing/printing*** (if we can't read it, we can't mark it), and in sentence form. Don't just aim to put down a bunch of key words – you need to clearly link ideas together and demonstrate coherence. Use appropriate terminology, provide reasoning, and clearly explain your thinking. You are expected to answer questions in your **own** words.
    - Don't think that simply regurgitating information from the text/lecture provides a suitable answer. You must **answer the question being asked** and in your OWN words.
    - Brevity, while still answering the question, is rewarded. We try to limit how much you can write by providing you with a space that reflects the length of the answer required. Don't try to squeeze in 14 lines for a question worth 2 marks (and in a space that looks like it would only comfortably accommodate 2 or 3 lines).

## Course Policies

**We know that this part might seem really boring, but it's VERY important that you read it ahead of time so that you are familiar with policies now rather than after the fact.**

### 1. E-MAIL ETIQUETTE:

- You **MUST** use your Yorku email address when emailing instructors and others within the university. Other email addresses (*e.g.*, Hotmail, Gmail) are filtered out by the university's email system and do not reach their intended recipient.
- **Subject line:** your name, student number, **your section (M/N/O/P)** and a brief indication of topic (*e.g.*, 'Question regarding natural selection'). We receive a lot of email and this practise helps us sort emails efficiently. **Emails without the required information will not receive a response.**
- **Include your NAME at the end of each email.** It's just polite.
- **Remember, you are in a professional environment**, and thus all your written correspondence, including emails, should be professionally conducted. Text-messaging language is **unacceptable** in emails to anyone (instructors, TAs, staff, etc.) within the university, as are emails written entirely in upper-case letters, etc.
- Please allow 48 hours (2 work days) to respond.
- Before emailing your instructor, **consider the nature of your question and whether another resource should be consulted first.** For example, lab-related queries should be directed to the Lab Director/TA Coordinator/TA. **Don't be surprised if you don't receive a response to a question that could be easily answered by looking at the Course Outline or the Moodle site.** Also, don't write to the instructor to ask what you missed in class—ask classmates instead.
- If you have a question that is long and convoluted, then attend your instructor's drop-in hours. Many questions can't be answered adequately via email, so don't be surprised if your instructor suggests coming by during drop-in hours.

## 2. MISSED MIDTERMS/FINAL:

- If you are ill, 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. Please note, you will be required to present acceptable documentation (see below).
- You **MUST** contact (email) your instructor **within TWO (2) days (48 hours) of missing a midterm exam (the sooner the better) at b1001lec@yorku.ca.**
- Valid and appropriately detailed documentation supporting the events (typically medical or emergency related) preventing your attendance must be submitted via the [Document Submission site](#) **within ONE (1) WEEK (7 calendar days) of the missed test (as soon as you are able to return to school if sick for more than a week).** Documentation should cover the date of the missed test.
  - Medical related: you **MUST** see a physician within 24 hours of the missed test—ideally on the same day—such that the physician can confirm that you are too ill to attend the test **based on medical examination.** Valid documentation for medical situations consists of an ‘Attending Physician’s Statement’ from the [Registrar’s petitions package](#) or a similarly detailed doctor’s note. **A note that simply says you were seen in the clinic will not be accepted.**
  - Death of an immediate family member requires a death certificate or letter from the funeral director.
- If you miss a test with a legitimate documented reason, permission *may* be granted to take a makeup test (if applicable). Makeup tests may differ in format from the original test (i.e., include more short/long answer questions) and may not include a group component. **If appropriate documentation is NOT provided within ONE (1) week (5 business days), a zero will be earned on the missed midterm.**
- NOT all situations will be accommodated; those that aren’t will earn a zero on the missed midterm. Circumstances not accommodated include, but are not limited to: schedule confusion, sleeping in, missing the bus, rain or snow/ice causing increased travel time to campus, personal endeavours (including a job), busy lives (including too many assignments or tests that same week/day, etc.)
- **ALL students** who miss the **FINAL EXAM** MUST petition to their home faculty, via a petition, if they are seeking deferred standing. No student will be granted deferred standing by the instructor via a Deferred Standing Agreement Form. It will be the Petition Committee’s decision whether deferred standing is granted; if it is, the committee will also set the deadline for writing the deferred exam. **Denied petitions will result in a zero on the final exam.** [See the Registrar’s site on Petitions.](#)
  - The format of the make-up final exam may be essay, short answer, and/or multiple choice.

## 3. CLICKERS:

- You must register for REEF to receive marks for the in-class activities. Activities may include REEF (clicker) questions, worksheets, minute papers/reflection questions (both in-class & online), as well as surveys, etc.
- **You should bring a web-enabled device to each class.** Please make sure it is charged before class. There are limited outlets in our lecture halls.
- **You must use your own account.** Use of an account not registered to you is a breach of academic honesty (and being caught would require a visit to the Associate Dean’s office for an exploratory hearing)
- “Clicker” and worksheet marks are gained on the basis of participation. Because the nature of clicker/worksheet/etc. marking scheme takes into account missed classes for various reasons (by dropping the lowest 20%), doctor’s notes and other documentation will **NOT** be accepted for missed classes. It also takes into account (temporary) technical glitches with software.

## 4. PRE-CLASS READING QUIZZES:

- Quizzes will occur more or less weekly and will mostly deal with readings to prepare you for the upcoming week of classes, however, some review questions may be included.
- Marks are awarded for quizzes on the basis of a correct answer.
- You have one try and a limited amount of time in which to complete the quiz. Please note the deadline for the quizzes (different depending on section). If you are completing a quiz when the deadline passes, you will receive no marks for that quiz.
- Together, clicker and quiz marks comprise the Activities portion of your grade (5%). In order to get the full 5%, you must earn 80% of the total number of points (**clicker points are based on participation, while quiz question points are awarded on correctness**).

- If you are having issues with a quiz (can't see questions), please check your browser settings (particularly if you have done a software update).

#### 5. MIDTERM/EXAM MARKS & REVIEWING EXAMS:

- Exams in this course are the two-stage format, which you may have had in BIOL 1000, and marking typically takes at ~ 2 weeks. Even for multiple choice questions, answers must be reviewed. Posting impatient remarks (in email, forums, etc.) about exam marks doesn't make the process move any faster. Marks will be posted in Moodle. Exam marks are not negotiable. Please see #6 if you think there has been an error in your exam mark calculation.
- Exams will not be handed back to students, but **you will have opportunities to review your exams**. These dates will be posted on Moodle. If you have a concern about marking of a short-answer question, please see #6.

#### 6. REGRADING/MARK CALCULATION ERRORS:

- If you believe a written answer on a test was marked incorrectly you must submit a reappraisal request form, available from 102 LSB, detailing your rationale (based on academic merit) and paper to the First Year Biology Office (102 LSB) within 5 business days of the test mark being made available to you. **NOTE: re-marking can result in the mark being raised, confirmed, or lowered.**
- To be fair and consistent with regard to the entire class, **individual grades are NOT negotiable**. We cannot provide 'extra credit' assignments. Marks for assignments and tests are not 'rounded' or 'bell-curved'. **Contact the section instructor about marks ONLY if there is a clear error in your mark (calculation, clerical, etc.)**. It is highly unlikely that you will receive a response regarding any other mark-related queries.
- Please see the BIOL 1001 Lab Policies (on the lab Moodle site) for reappraisal information pertaining to lab assignments.

#### 7. FORUM CODE OF CONDUCT:

- Students are encouraged to participate in the online Moodle Forums to discuss course concepts, organize study groups, and ask questions relating to Biology. The discussion on the forums has typically been polite and respectful, and we hope this will continue. Students are expected to follow these guidelines while using the Moodle forums:
  - i. Before posting a question, **read other threads** to see if your question has already been answered. (You can search the forums—you don't have to read each post!). If your question hasn't already been asked, please post in the most appropriate forum. (*E.g.*, questions about a lab submission, should be in the "Lab" forum.) Posts put in the inappropriate forum will be deleted.
  - ii. Use a clear, informative subject line. Try to be as specific as possible.
  - iii. Post comments appropriate to the particular discussion. Off-topic posts may be moved or deleted.
  - iv. **Be respectful:** your instructors have provided this space for you to discuss course material with your classmates. Posts containing personal insults/attacks/intimidation/inappropriate language/profanity will be removed. **(It is worth remembering that your instructors read forum posts!)**
  - v. Post only material relevant to BIOL 1001/Biology. Other posts are likely to be deleted.
  - vi. While it is appropriate to engage in debate/discourse on biological topics, such discussions should be respectful and evidence-based. Evidence should be from trusted sources—consult with the library or your instructor if you are not sure. (See: <http://www.yorku.ca/webclass/module4a.html>)
  - vii. Any posts that appear to violate our code of conduct may be edited, moved to a hidden forum, or deleted at the discretion of instructors/moderators. If posts give indications of violations of academic honesty or the York University Student Code of Conduct (: <http://www.yorku.ca/oscr/codeofrr.html>) further action will be taken.
  - viii. If you notice any inappropriate threads please contact your Course Instructor.

*Disclaimer: While Moodle moderators/instructors will attempt to remove/edit objectionable/inappropriate material as quickly as possible, it is not always possible to review every post in a timely manner. Forum posts express the views and opinions of the post's author and not the moderators/instructors (except for posts by these people) and they cannot be held liable.*



#### 8. LAB POLICIES:

- Students must follow lab policies outlined on the lab moodle site and discussed above. Students are expected to read these policies, and sign the laboratory code of conduct agreement before the first lab session.

#### 9. ACCOMMODATIONS:

- **Submit CDS Accommodation letters to the Course Director by June 24, 2019 via the [Document Submission site](#).**
- **If you are writing with Alt Exams:** because we're using 2-stage tests, this means you'll need to be back in our classroom in time for the group part of the exam. Typically, the individual part is 50-55 minutes, so you should schedule with Alt Exams accordingly.
- Please make the instructors (and TA Coordinator if labs are affected) aware of any [religious observance conflicts](#) by communicating with [b1001lec@yorku.ca](mailto:b1001lec@yorku.ca) (or [b1001lab@yorku.ca](mailto:b1001lab@yorku.ca) for labs) at least three weeks in advance of the conflict.
- Students who feel that there are extenuating circumstances that may interfere with their ability to successfully complete the course requirements are encouraged to discuss the matter with the Course Director as soon as possible.
- **Please note:** "Senate policy states that students are expected to monitor their progress in courses, taking into account their personal and academic circumstances, and to make the necessary adjustments to their workload to meet the requirements and deadlines." (from Senate Policy of Students' Responsibilities in the Petition/Appeal Processes). **The drop deadline is July 15, 2019.**
- Students with physical, learning or psychiatric disabilities who require reasonable accommodations in resources or evaluation methods are encouraged to consult with the Office for Persons with Disabilities (OPD) and ensure that requests for appropriate accommodations are arranged with the Section Instructor early in the term.

#### 10. ACADEMIC INTEGRITY:

- Students are expected to be familiar with and follow [York University's policies regarding academic integrity](#). Please consult the lab Moodle site and <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/> for more details.

#### 11. RECORDING LECTURES:

- **Photographs or video recordings of any portions of the lectures (including the slides) are PROHIBITED. Images and material presented are subject to Canadian copyright law.**
- You must ask your instructor if audio recordings are permitted in their classroom. If allowed, audio recordings are permitted provided they are used **ONLY** as a personal study aid, and are **NOT** sold, passed on to others, or posted online. Lectures are the intellectual property of the professor and cannot be distributed without permission.
- Some instructors record lectures for you. These recordings are allowed **ONLY** as a personal study aid & are **NOT** allowed to be sold, passed onto others, or posted elsewhere online. **Lectures are the intellectual property of the professor & cannot be distributed without permission.**

*\*Academic grounds means you make an academic argument for why your answer is correct – statements such as "this grade does not reflect my knowledge" or "I really studied hard and I deserve a better grade" are not academic grounds.*

## University Policies

### Academic Honesty and Integrity

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.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills, and cope with University life.

Students are expected to review the materials on the [Academic Integrity website](#).

### **Access/Disability**

York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) 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 disability 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 disabilities 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 Counselling and Development](#)

[Counselling \(Glendon\)](#)

[York Accessibility Hub](#)

### **Ethics Review Process**

York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an *Application for Ethical Approval of Research Involving Human Participants* at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

### **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. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an [Examination Accommodation Form](#), which can be obtained from Student Client Services, Student Services Centre.

### **Student 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. Click [here for the policy and procedures governing disruptive and/or harassing behaviour by students in academic situations](#).

**We wish you great success in BIOL 1001! If you need any help, please contact the appropriate individual.**