

Lectures and discussion sections for this course will be held in person unless the conditions of the COVID-19 pandemic dictate a change to remote instruction.

Lecture times:

A00: TTh 11 AM - 12:20 PM, Pepper Canyon Hall 106

B00: TTh 2:00-3:20 PM, Pepper Canyon Hall 106

Explanation of A00/B00 terminology: I am teaching BILD 3 twice this quarter, and this syllabus applies to both classes. As a result, you will see references to the A00 class and the B00 class. Each class has its own Canvas site, so when you interact with the class on Canvas you will only see material for your own course.

Welcome to BILD 3! This has been a challenging year for many reasons, including the ongoing COVID-19 pandemic. As your professor, I value your health, wellbeing, and learning. Whether you are new to UCSD or a returning student transitioning back to campus (or being on campus for the first time!), navigating this first quarter back, the rest of college, and beyond successfully will require hard work and prioritizing your mental and physical health. This course will challenge you to deepen your understanding and to grow as a student. However, this is not at the expense of your wellbeing. This is an in-person course and we will follow UCSD's guidelines for everyone's health. I have built flexibility into the course in case you need to complete individual assignments asynchronously/remotely so if you are sick you can take care of yourself. Beyond physical health, I encourage you throughout the quarter to make time for yourself to recharge, relax, and rejuvenate with healthy ways to find joy. Taking time to do so will help you with your studying – we learn best when we are in better states of mind! Finally, while this quarter may have unique challenges, I encourage you to celebrate the victories you will have, both large and small.

Idea from Prof Nicole Gonzalez Van Cleve; adapted from Claire Meaders.

COURSE DESCRIPTION

BILD 3 is an introduction to the biological fields of evolution and ecology. Evolution is the study of how populations of living organisms change over time. Ecology is the study of the relationships between living organisms and their environment. To best understand why there are so many different kinds of living things and their myriad of complex interactions, we will study evolution and evolutionary processes. We will also focus on organismal diversity and the importance of a general understanding of these topics within biology so as to be better stewards of the earth's biota. We will also discuss human impacts on global climates, species extinctions, environmental alterations, and the role of conservation.

When you have completed this course, you should be able to:

- Explain how evolutionary processes such as natural selection, sexual selection, gene flow, and chance events (mutation, genetic drift) change allele frequencies and phenotypes over time.
- Interpret evolutionary trees to determine homology, derived traits, common ancestors, and relationships between taxa.
- Identify the relative order of, and approximate elapsed time between, major events in earth's history, including the origin of the earth and of major taxonomic groups.

- Explain the processes by which new species arise and the mechanisms of reproductive isolation.
- Describe the evolution of Homo sapiens, including anatomical differences from our ancestors and our evolutionary relationship with non-human primate species.
- Identify the evolutionary relationships among the 3 domains of life: Archaea, Bacteria, and Eukaryota.
- Compare and contrast animals, plants, and fungi, including their adaptations, ecological roles, and evolutionary relationships.
- Identify the major phyla of animals and major plant groups based on their characteristics.
- Describe how the sun drives large-scale temperature/precipitation patterns across the planet and how those patterns affect biomes.
- Describe the ecological roles of producers, consumers, and decomposers and how they interact in a food chain/web.
- Describe how energy flows, and nutrients cycle, within ecosystems.
- Explain how species in an ecological community interact with one other and their environments.
- Describe factors that produce different population growth patterns.
- Describe the causes and major consequences of global climate change.

IN-PERSON INSTRUCTION IN THIS CLASS

This is an in-person class. I have mechanisms in place to accommodate students who need to miss individual lectures/assignments for reasons such as temporary illness or required quarantine. However, those mechanisms are emergency measures; they are not intended as a way for you to take all or even a substantial part of the class remotely. If you are unable to attend this class in person most of the time, please drop it and take one of the BILD 3 classes that are being offered remotely this quarter instead (look for RCLAS in the classroom field in WebReg). I will also be teaching BILD 3 again in Spring.

The midterm and final exam are in-person exams. If you don't anticipate being able to attend them in person, you should drop my class and enroll in one of the remote BILD 3 classes.

If you have special circumstances regarding your ability to attend most of the class in person, please email me as soon as possible to discuss your situation: sarahs@ucsd.edu.

If you develop COVID-19 symptoms or test positive for COVID-19 during the quarter, please make your safety and the safety of others your top priority: use the remote alternatives to keep up with the classwork until it is safe for you to return to in-person class. If you have been exposed to COVID-19, please follow UCSD's guidelines here:

<https://returntolearn.ucsd.edu/return-to-campus/exposure-contact-tracing/index.html>

MASKS

Per UCSD's requirements, you will need to wear a face mask all the time while you are in class. This means there will be no food or drink in class. Here is UCSD's definition of what counts as a mask: "A face covering/face mask DOES NOT include a scarf, ski mask, balaclava, bandana, gaiter, turtleneck, collar, plastic face shield, or single layer of fabric." Please also wear your mask before and after class: COVID-19 spreading associated with classes has mostly occurred in the clustering of students just before class, just after class, and in study groups.

PROFESSOR CONTACT INFORMATION

Dr. Sarah Stockwell (sarahs@ucsd.edu)

Office hours: Mondays 4-5 PM.

All office hours for this course will be on Zoom. Recurring Zoom meeting for my office hours: 981 6891 3403 or use <https://ucsd.zoom.us/j/98168913403>

HEAD INSTRUCTIONAL ASSISTANT CONTACT INFORMATION

A00 (11 AM lecture class):

First part of the quarter: Stephanie Nehasil <snehasil@ucsd.edu>

Second part of the quarter: Daniella Fairbank <dfairban@ucsd.edu>

B00 (2 PM lecture class): Brandon Mukogawa <bmukogaw@ucsd.edu>

Office hours: See “Discussion sections, IAs, and office hours” on the Canvas site.

OFFICE HOURS

The IAs and I will have office hours via Zoom. This is the best way to have a one-on-one conversation with me or with your IA. The Zoom links for everyone’s office hours are on the “Discussion sections, IAs, and office hours” page on Canvas. You can go to the office hours of any IA, and of course you are always welcome in my office hours.

NOTE: Please contact me only in case of an emergency. The best way to contact me is via email. **Please email your instructional assistant (IA) or the head IA (see above) for all other inquiries.** In all emails, **please put “BILD 3” in the subject line** to indicate your email is about this course. Because there are so many students in this course, we cannot answer individual questions about course content and these emails will be deleted. To get your questions answered: Ask during class, attend discussion sections, go to IA and professor office hours via Zoom, and post in the Discussions on Canvas.

This syllabus is subject to change, particularly because of campus efforts to contain COVID-19. Any schedule changes will be posted on the Canvas site. Make sure to frequently check the Canvas site to keep updated.

COURSE WEBSITE

IMPORTANT! For reading assignments to complete before class, lecture slides to download after class, discussion section assignments, grades, etc., use the Canvas site:

canvas.ucsd.edu (click on BILD 3 link).

YOU WILL NEED TO CHECK THE CANVAS SITE SEVERAL TIMES A WEEK.

If you have not used Canvas before, refer to the student help guides and videos, which are located on the left-side menu’s help section (the question mark icon). Should you need any technical assistance with Canvas, please send an email to servicedesk@ucsd.edu. In the header of the email, please write “Canvas”. Make sure to include your name, course title and section, as well as your contact information in the email body.

Instruction on how to access your account for logging on to UCSD’s Canvas sites can be found here: <http://acms.ucsd.edu/students/accounts-and-passwords/index.html>

Concurrent enrollment (extension) students are not added to Canvas automatically. More information for extension students can be found here: <https://extension.ucsd.edu/student-resources/>

REQUIRED MATERIALS

- **Textbook:** Campbell Biology 10th, 11th, or 12th edition. Make sure you have Campbell Biology rather than Campbell Biology in Focus; they are substantially different books. I will assign readings from the textbook for most lectures, and there will be reading quiz questions as well, so you need access to the book to succeed in the class.
- **How to get the textbook?**
 - The UCSD Bookstore has some used physical copies of the 11th edition of the book. You can also buy it from other book sellers outside UCSD such as abebooks.com. The 11th edition has a sunflower on the cover and the 10th edition has a dandelion on the cover.
 - The 12th edition is available only in eBook form. The UCSD Bookstore sells limited-time access to the 12th edition eBook. If you are planning to take BILD 1 and/or 2, I don't recommend this option since you'll likely need the book again for those classes. Otherwise this is a good option.
 - If you are browsing outside booksellers, you may come across a used copy of a paperback excerpt of the textbook that includes only the chapters relevant to this class. It would be labeled BILD 3. This is fine to use. Note that there is an excerpt for an old version of BILD 3 that has a picture of red blood cells on the cover; that's an excerpt from a different textbook and you shouldn't buy it.
 - The book is on reserve at Geisel Library. This is the least convenient option but has the merit of being free.
- **iClicker:** You will need to bring an iClicker to class. A used one is fine. Older versions of the iClicker can be used as long as the remote ID can be read and the remote can be registered on Canvas. You cannot share an iClicker remote with another student enrolled in this class (but you can share with someone who is not in our class).
- **Note:** The publisher of Campbell Biology offers a paid web site called Mastering Biology. This may be useful to you, but it is NOT required.

Access to Zoom

You will need to set up your Zoom account. We are using Zoom for office hours and may need to switch to Zoom for additional parts of the class depending on the pandemic. UCSD has purchased a Zoom site license for all students, staff, and faculty. You will need to install Zoom on whatever device you plan to use for the quarter. Go to <https://ucsd.zoom.us/> to get started.

GRADING

- 20 points: Week 3 quiz (on Canvas, open-book)
- 40 points: Midterm (in person, closed-book)
- 20 points: Week 7 quiz (on Canvas, open-book)
- 60 points: Final exam (in person, closed-book, cumulative)
- 16 Points: Clicker participation in lectures
- 32 points: Daily Quizzes on Canvas
- 27 points: Discussion section participation
- 43 points: Discussion section activities/assignments

Total: 258 points.

These point totals may change slightly. There will be a small number of extra credit points available; details announced later.

See below for details on each of these, including how to get the points remotely if you are ill or quarantined. Note that there is no remote alternative for the midterm or final exam; see below.

To give everyone time to get up to speed, there will be no points for clicker participation, Learning Objective Assignments (the remote alternative to clicker points – see below) or Daily Quizzes until the second full week of class (through Oct. 1). I will do them so you can practice, but all points for those will be wiped out after the first full week and everyone will start fresh in week 2. Take this opportunity to troubleshoot any problems with iClickers, Canvas quizzes, etc. I will assume that you have solved any problems with your iClicker or Canvas quiz access by the second week. Make sure you keep up with the lectures, readings, assignments, etc. from the beginning so you don't fall behind with the material. Quarters go fast!

Exams and quizzes will cover material covered in lecture, readings assigned for lecture and section, and section activities and assignments. Use the learning objectives as a guide to what you need to know for the exams and quizzes.

Quizzes in weeks 3 and 7:

Each quiz will be open for 24 hours. Once you start the quiz, you will have **25 minutes** to complete it. Each quiz will open at 2 PM on the Sunday at the end of the week and close at 2 PM on the following Monday, so be sure to start taking it by 1:30 PM on Monday at the latest.

Week 3 quiz: Open 2 PM Sunday Oct. 17th – 2 PM Monday Oct. 18th.

Week 7 quiz: Open 2 PM Sunday Nov. 14th – 2 PM Monday Nov. 15th.

If you send me email once you have started the quiz, do not count on getting a reply within 25 minutes. If you have questions, get them answered before you start the quiz

Each quiz will be worth 20 points. At the end of the quarter, I will look at which of the two quizzes you got a higher score on and **that score will become your score for both of the quizzes.** For example: if you got 12 points on the Week 3 quiz and 18 points on the Week 7 quiz, I will change your Week 3 quiz score to 18. Note: this policy applies only to the quizzes, not the midterm or final exam.

The grading policy is intended to cover technical glitches, illness, etc. If your Internet connection fails or your laptop runs out of battery halfway through a quiz or you have food poisoning, you have my sympathy but you don't need to email me about it; that will just be your lower-scoring quiz which will be replaced by the other quiz score. **For this reason, I strongly recommend that you study for and take both quizzes so you have an insurance policy against something going wrong for one of them.**

If you can't take ONE of the quizzes at the scheduled time: that's OK, that will be the score that gets dropped. If you know in advance that you absolutely cannot take either of the quizzes at the scheduled times, email me before the first quiz. During the quarter, if you become unable to take a quiz due to serious illness or other emergency AND you have already missed one quiz, email me before the quiz (the earlier the better) and we will discuss your options. If an emergency arises during the quarter that will make you miss more than one quiz, email me as soon as possible and we will discuss your options.

The Week 3 quiz will cover all material from the first 3 weeks. The Week 7 quiz will cover the material since the midterm.

The Week 3 and 7 quizzes will be taken on Canvas, using a similar format to the daily quizzes (except that you will only get one chance to answer each question). If you have had technical problems taking the daily quizzes, please resolve those by the time of the Week 3 quiz. The IT folks

have suggested updating your web browser or using Chrome if you are having problems (especially if pictures don't show up in your browser). If that fails, email servicedesk@ucsd.edu.

The Week 3 and 7 quizzes will be open-book and open-notes, but you must take the quizzes on your own. That is: you may consult the readings, lectures, your own notes, and other materials from the class this quarter, but you may not communicate in any way with anyone else about the quiz while it is open. Do not use Internet resources or other resources outside our class to answer quiz questions. Do not discuss or share information about the quiz with other students in the class for 48 hours after the quiz ends. Do not share information about the quiz outside the class at any time. You may use a calculator if needed. Please see the Academic Integrity policy in the syllabus.

Students suspected of academic integrity violations on quizzes will be invited to Zoom follow-up meetings where they will be asked to (in real time, on video) justify their answers. If the instructor isn't convinced during the meeting, or if the student refuses to participate, the violations will be reported to the Academic Integrity Office.

Studying note: Because the quizzes are timed, you should study for them just as much as you would if they were closed-book. You will probably have time to double-check a specialized term or two if your notes are organized, but that's about all. So make sure you understand all the material, including the concepts and how to apply them, before the quiz starts.

Midterm and final exam:

These exams will be held in person and will be closed-book (i.e., you may not use notes or any resources other than your own brain). The midterm will contain material for that section of the course up to the lecture preceding the exam. The final exam will be cumulative, covering the whole class but weighting the second half of the class more heavily. Exam scores will be available after grading is complete, but the exam questions will not be returned. Questions concerning exams will be addressed in IA and/or Professor office hours. **We will check photo ID at each exam, so please bring a photo ID. Students who do NOT have photo ID will not be permitted to take the exam.**

If you miss an exam, you will be required to provide documentation of an unavoidable emergency (serious illness, etc.), preferably in advance. **Please note that as of this writing (9/18/2021), UCSD's policy is that "Vaccinated students who have been exposed [to COVID-19] are allowed to attend class and move about campus masked" which includes attending in-person exams.** This does not include people who have COVID-19 symptoms or a positive test result. You can find an up-to-date policy and more details here: <https://returntolearn.ucsd.edu/return-to-campus/exposure-contact-tracing/index.html> If you are concerned that you would endanger others by attending an in-person exam, please email me as soon as possible to discuss your situation (sarahs@ucsd.edu). If you have extraordinary circumstances that make it impossible for you to take an exam in person, please email me as soon as possible. Otherwise you will receive a 0 on a missed exam.

Note: depending on the conditions of the pandemic, one or both of the exams may need to be switched to an alternate format such as additional online quizzes. If I need to make this change, I will announce it during the quarter.

Clicker participation in lectures

We will be using clickers (iClickers) in lectures. This is a response system that allows you to answer questions I pose in class. The questions are intended to spark discussion and to help both of us — you and me — gauge how well you are understanding the material. These are graded on participation (you get credit for clicking in, regardless of which answer you choose). For each lecture in which you attend and participate in the iClicker questions, you will receive 1 point. To receive

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credit, you need to register your iClicker remote at the beginning of the quarter using the link on our Canvas course site. iClickers will be used during every lecture.

See the last pages of the syllabus for more details on clickers and clicker grades.

If you are unable to come to a particular lecture in person, you can make up the clicker participation point for that lecture by completing the day's **Learning Objective Assignment** posted on Canvas. You will need to watch the podcast for that day's class first. Learning Objective Assignments are graded on correctness, so you only get the point if your answer is substantially complete and accurate. **If you come to lecture and click in for the participation questions, you do not need to complete the day's Learning Objective Assignment.**

Note: If too many people do the Learning Objective Assignments instead of coming to lecture, the grading burden on the IAs may become unsustainable and we may switch to a spot-checking grading strategy.

Threshold grading: There are 16 lecture days in the quarter beginning with week 2. For each lecture day, you can earn 1 point via your clicker or by doing the day's Learning Objective Assignment correctly. If you do both, you still only get 1 point for that day. I understand that conflicts and sick days come up, so these points are graded using a threshold model: **If you get the points for 80% of the lecture days during the quarter, you will get full credit for completing all the days.**

Daily Quizzes on Canvas

To help you prepare for the exams and the Week 3 and 7 quizzes, I will post one Daily Quiz for each class day on Canvas. You must complete the Daily Quiz by the start of class time to get credit for it. Each Daily Quiz will have two questions. The first question will test whether you read and understood the reading assignment. The second question is about material covered in the previous lecture; it generally requires more thought and **is an example of the kind of question I ask on exams.** Think of the second question as ongoing exam practice.

Daily Quizzes will be graded on completion (1 point per question): you can answer the question multiple times until you get it right. Answer these questions using only your brain, no notes/book/slides/etc., so you can check how well you understand/recall the material. **I strongly encourage you to monitor how well you do on these. If you find that you often get them wrong on the first try, change your study strategy or you are likely to do poorly on the exams and Week 3/7 quizzes.** I have posted tips for doing well in BILD 3 on the Canvas site; I urge you to read them and take the advice.

Discussion section participation

IA-led discussion sections **are required** unless noted on the section schedule at the end of the syllabus, and will be held in person. You must attend the discussion section you registered for. You will receive points up to 3 points for participating in each discussion section. Sections will meet beginning in the first full week of classes. Sections will discuss assigned readings, discuss material from lecture, or do activities. **All material from section readings, activities, and assignments is fair game for the exams/quizzes.** See the "Discussion sections, IAs, and office hours" page on the class Canvas site for information regarding times and locations of discussion sections, as well as contact information for IAs.

In general, you must attend the discussion section you are registered for in order to receive participation credit. However, if there is a particular week in which you have a special, valid reason for needing to attend an alternate discussion section in person (e.g., you were sick for your Monday section but can attend section on Wednesday), email your IA and the IA of the alternate discussion section to see if they are able to accommodate you. (IA email addresses are on the "Discussion
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sections, IAs, and office hours” page on the Canvas site.) You must get permission from the alternate IA before attending their section.

If you are unable to attend discussion section in person at all in a particular week, there will be a way for you to make up the participation points posted on the Canvas page for that week’s section.

Discussion section activities/assignments

Some discussion sections will include written assignments that you will complete in section, do as homework, or both. These will be posted on Canvas. The assignments are required even if you don’t attend section that week. Homework assignments are due **by the beginning of the next week’s section**. If you know you won’t be able to attend your section that week for some reason, you can give the assignment to your IA ahead of time. **Late assignments will marked down 20% for each day, or part of a day, that they are late.** Other accommodations will be made on homework only under extraordinary circumstances. Please understand that accepting late work in less extreme cases is unfair to other students.

If you are unable to attend a particular week’s discussion section in person, there will be a way for you to complete the assignment remotely. It will be posted on the Canvas page for that week’s discussion section. It is generally easier, as well as more fun, to complete the assignments and activities in person at the discussion section.

Note that material from discussion section readings, activities, and assignments are fair game for the quizzes and exams.

LETTER GRADES

Your final letter grade will be based on your **TOTAL** number of points. If you get over 90% of the points you will receive an A, over 80% you will receive at least a B, etc. **If needed** to adjust the distribution of letter grades upward, grades **may** be based on a curve. The curve will only be used (if it is used) to move letter grade thresholds down, so it can only help your grade, not hurt it. Don’t assume there will be a curve; in many quarters, the point distribution is high enough that there is no need to adjust the thresholds. The final course curve, if there is one, is based on the students that are enrolled in the course at the end of the quarter. For those taking the class pass/no pass (P/NP), the minimum final grade to receive a grade of P is a C-. Please note that the University will not allow me to change a letter grade after it has been turned in except in cases of clerical error.

LEARNING OBJECTIVES

BILD 3 has a lot of material. To help you focus your studying on the main ideas, I have written **learning objectives** for each topic we cover. These are the key to the class and they are what I base the exams and Week 3/7 quizzes on. I will post learning objectives for each topic as we go through the quarter.

WHAT TO DO FOR EACH CLASS DAY

I will post a page on Canvas for each lecture day telling you what you need to do for that class. (There will also be a page for each week’s discussion section.) The Canvas page for a typical lecture day will include:

Due by the start of class time:

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- **Reading assignment.** The first Daily Quiz question is based on the day's reading assignment.
- **Daily Quiz** to be completed on Canvas.

Posted after class:

- **Lecture slides.** I will post the slides for each day's lecture to help you review. Be aware that they are, at best, outlines of the lecture, and essential material will be presented in lecture that does not appear on them or in the textbook. If you want to do well in the class, you will need to come to class; the slides are not enough.
- **Video podcasts** of the lectures will be posted in the Media Gallery on Canvas and/or on podcast.ucsd.edu. If you miss a lecture in person, watch the podcast as soon as possible, but be aware that there are sometimes technical problems with the podcast recordings so don't assume that they are a reliable substitute for coming to lectures. If you notice a persistent problem with the podcasts, please email me to let me know.
- **Learning objective assignment.** This is how to make up clicker participation points if you missed lecture. **If you attended lecture and participated in the clicker question(s), you don't have to do this.** For this assignment, I will choose one of the learning objectives from the day's lecture. After watching the podcast of the lecture, write a response to the learning objective in your own words, based on your own understanding and submit it via Canvas. Use the appropriate terms, but **do not** borrow language from the lecture, the reading, the Internet, or other people's writing; violations will be reported to the Academic Integrity Office and may result in sanctions (see Academic Integrity policy below). Learning objective assignments will be graded on the following scale. 0 points: not turned in, answer is substantially incomplete or incorrect, or answer doesn't address the learning objective. 1 point: answer is a thoughtful effort to address the learning objective and is mostly correct. Answers will not be marked down for grammar/language errors unless they are severe enough that the grader can't understand what you meant. Late learning objective assignments will not be accepted.

SUPPLEMENTAL INSTRUCTION

In addition to the lectures and discussion sections that are part of our course, there are optional (but useful!) Supplemental Instruction sessions that you are invited to attend. They are free sessions led by a student who has done well in BILD 3 in the past and who has been trained to facilitate your learning the material. Supplemental Instruction (SI) sessions offer students the opportunity to master course material within a community of learners. The SI program gives students a safe and inclusive environment to engage with, ask questions, and review lecture material with their peers. The SI Leaders facilitate these discussions through activities and guided questioning.

The BILD 3 SI sessions for our class are led by Noah Gaitan and meet on the following schedule. You are always welcome to attend!

In person: Thursdays 6:00 PM - 7:20 PM, Literature Building, Room 210

Via Zoom: Fridays 6:00 PM - 7:20 PM. The Zoom meeting information is posted on Canvas in the "Course information and syllabus" section.

CANVAS DISCUSSION BOARDS

There are discussion boards on Canvas where you can post your questions and answer other students' questions. IAs will monitor this but I encourage you to help each other! Please be respectful and kind, and abide by UCSD's Principles of Community.

LATE ASSIGNMENTS POLICY

Late assignments will be marked down 20% for each calendar day (or part of a day) that they are late.

ACADEMIC INTEGRITY

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend — ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu. (Source: Academic Integrity Office, 2018)

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. Academic misconduct is broadly defined as any prohibited and dishonest means to receive course credit, a higher grade, or avoid a lower grade. Academic misconduct misrepresents your knowledge and abilities, which undermines the instructor's ability to determine how well you're doing in the course. Please do not risk your future by cheating.

To uphold academic integrity, students shall:

- Complete and submit academic work that is their own and that is an honest and fair representation of their knowledge and abilities at the time of submission.
- Know and follow the standards of the class and the institution.

Thus, no student shall engage in an activity that undermines academic integrity or facilitates academic integrity violations by others. This includes, but is not limited to, the following behaviors:

- No student shall procure, provide, or accept any material that contains questions or answers to any examination or assignment unless the student's possession of the material has been authorized by the instructor.
- No student shall complete, in part or in total, any academic work (e.g., examination, assignment, paper) or obtain academic credit (e.g., attendance, participation) for another person.
- No student shall allow any academic work or academic credit to be completed or obtained, in part or in whole, for themselves by another person.
- No student shall plagiarize or copy the work of others and submit it as their own work.
- No student shall employ aids in undertaking course work or in completing any exam or assignment that are not authorized by the instructor.

- No student shall alter graded class assignments or examinations and then resubmit them for regrading without the instructor's permission.
 - No student shall submit substantially the same material more than once without prior authorization from the instructor, such as a paper that was written and submitted in another class.
- (Source: UCSD Policy on Integrity of Scholarship, <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>).

If you do not understand these expectations and authorizations, please speak with the Instructor as soon as possible. Please read the official UCSD policy at <https://academicintegrity.ucsd.edu/process/policy.html>

ETIQUETTE FOR EMAILS AND IN THE CLASSROOM

All emails to professors and IAs should be polite and respectful, include your **first and last name** in the body of the email, and have **BILD 3 in the subject line**. Do not rely on email as a sure and immediate form of communication with the instructor. I will do my best to answer emails within two business days. The most certain way to get your questions answered is to ask in class, the Canvas discussions, your discussion section, or office hours.

You are expected to arrive on time for lecture, turn off cell phones, and respect your classmates.

Please do NOT post my lectures or class materials on public websites like Course Hero, Chegg, etc. I work hard on my lectures and do not appreciate the material being made public for anyone to see or download.

ENROLLMENT

Wait list: If you are on the wait list for this class you will be automatically added if space becomes available. You will have access to the Canvas site so you can keep up with the class while you are on the waitlist. If you have any concerns, please contact the Biology Student Affairs Advising Services office at 858-534-0557 or go to their website (<http://biology.ucsd.edu/education/undergrad/advising/index.html>). Please do not ask IAs to add you to their section; they do not have any control over this process.

Enrollment questions: Administrative, advising, or registration questions should be submitted via the Virtual Advising Center (vac.ucsd.edu).

RESOURCES

UC San Diego (as an institution) and I (as a person and as the instructor of this course) are committed to full inclusion in education for all people. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- Office for Student with Disability, <https://students.ucsd.edu/well-being/disability-services/index.html>

- UC San Diego CAPS (Counseling & Psychological Services), <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
- UC San Diego Undocumented Student Services, <https://uss.ucsd.edu/> Note: a list of campus resources can be found here: <https://students.ucsd.edu/sponsor/undoc/resources/index.html>
- Learning Strategies Center, <https://commons.ucsd.edu/academic-support/learning-strategies/index.html>

Students requesting accommodations and services due to a disability for this course need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFAs. For more information, contact the OSD at (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>. **You will need to coordinate scheduling of exams and quizzes with me. All of these arrangements should be made within the first two weeks of the quarter.**

The Academic Achievement Hub (<https://aah.ucsd.edu/>) has many resources to help you succeed, including Learning Strategies tutoring: <https://aah.ucsd.edu/learning-strategies/index.html> and content tutoring for BILD 3: <https://aah.ucsd.edu/content-tutoring/online-tutoring.html>

For transfer students: The Triton Transfer Hub offers services to transfer students including study spaces, peer coaches, learning strategists, free printing, and community building opportunities. <https://transferstudents.ucsd.edu/transfer-hub/index.html>

If you are having academic difficulty, OASIS can often help. They provide tutoring, as well as classes in study skills and time management. <http://oasis.ucsd.edu>

Resources on how to learn remotely:
<https://digitallearning.ucsd.edu/learners/learning-remote.html>

If you don't have a computer/tablet at home and are concerned about affording one, go to <https://vcsa.ucsd.edu/news/covid-19> and click "Access to Computers, Discounted Software, and Internet" for information about borrowing a laptop. Questions about this program can be addressed to vcsa@ucsd.edu.

If you are having personal difficulties, do not hesitate to seek help at Counseling and Psychological Services (CAPS): (<https://wellness.ucsd.edu/CAPS/Pages/default.aspx>), which is free to students. They can help you get over many types of hurdles.

Problems? If you have serious medical or personal problems during the quarter, the university allows medical withdrawals. Contact the Biology Student Affairs Advising Services office at 858-534-0557 or go to their website.

BILD 3 TIPS FOR SUCCESS

Here is the best strategy for getting an A in this class:

1. Use the learning objectives! I base exams and quizzes on these. They are your guide to what you should focus on.
2. Read "How to study for BILD 3," posted on the Canvas site.

3. Make a study schedule for yourself to make sure you keep up with the class. Quarters go very fast and you can get behind before you know it. It's much easier to keep up than to catch up.
4. Do the reading assignments before each class.
5. Go to lectures and your discussion section, participate in discussions, and take notes.
6. When you take notes, write down a summary and essential details of the lecture; don't try to write down every word. The process of synthesizing and summarizing the lecture in your notes helps you learn the material.
7. Go over your notes within the next day or so and fill in details missed in lecture or topics you didn't understand, using material presented in the book or online or in discussion section. You should have a clear understanding of all the examples in lecture - why was each example important and what did it illustrate?
8. If you miss lecture, listen to the podcast and take notes as if you were in class. However, it's better to come to class so you can participate in class activities, ask questions, etc.
9. Study in groups! It's more efficient and helps build your confidence. It's a big class and a big university, and you will do best if you build a network of peers to learn with and get support from. Quiz each other on the learning objectives and other class material to find out what you actually know vs. what you thought you knew until you had to explain it to a friend!
10. Join the Study Group for our BILD 3 class. See the "Course Information and Syllabus" section of the Canvas site for more information on our Study Group.
11. Reflect on how many of the Daily Quiz questions you get right on the first try, and how confident you are in your answers. These are the kinds of questions you should expect to see on exams and quizzes. If you are getting many of them wrong, change your study strategy.
12. Go to your discussion section each week to have questions answered, discuss topics in detail, and get extra help and guidance. Post questions on the class Canvas discussion boards.
13. Ask for clarification during lecture. **I mean it, ask questions during lecture!**
14. Go to the professor and your IA's office hours and ask questions. It's not an imposition; we expect and want you to do it! **Asking for help doesn't mean you're struggling; it means you're taking advantage of the resources available to you.** Office hours are the best place to ask complex questions – you will get a much more thorough answer. We are happy to help you with material you are confused about, no matter where you are in your learning!

The amount of material presented in this course can seem overwhelming if you don't keep up on a regular basis. I will make an effort to adjust the lectures to your pace. However, because the lectures build on each other, you must put a constant and steady amount of effort into the lectures. If you fall behind, the interaction between the different lectures will make it difficult for you to recover. If you keep pace, this course should be rewarding.

CLICKER INSTRUCTIONS

It is your responsibility to have your clicker with you at lecture and to make sure it is working properly. **There will be no make-up opportunities for clicker questions, nor can you get clicker credit for handing in questions on paper, etc.** If you are worried that you missed the clicker question(s) for a lecture you attended, do the day's Learning Objective Assignment just in case.

Recommendations

- Bring extra batteries (clickers require 2 AAA batteries)
- Put your name on your clicker
- Cover the ID number on the back with a piece of clear tape to prevent it from rubbing off. Make a note of your ID number in case it becomes unreadable.

Register your clicker:

You must register your clicker through the class Canvas site to receive credit for responses during class. If you have not registered your clicker by October 15, then it will be too late and you will receive zero clicker points.

Register your clicker using the link on our Canvas site. On the left side of the screen, there is a list of modules. Click the "iClicker Registration" module and follow the instructions.

NOTE: The instructions that come with your remote ask you to register your clicker at www.iclicker.com. While you are welcome to do this, it is not necessary.

You will not see your clicker points on Canvas until you have registered your clicker. To ensure your clicker is working properly, please register **RIGHT AWAY**. Every student in this course must have their own clicker to receive clicker points.

Using your clicker

Turn your clicker on with the orange power button. Set it to the frequency in our room. I will ask questions, and you will respond by pushing buttons A – E. Please wait until I start the voting before you respond. There will be a timer on the screen when the voting has begun. When your answer has been received, you will see a checkmark at the top of the clicker screen. While the timer is going, you can change your answer as many times as you want by pressing different buttons. Like all technologies, clickers sometimes malfunction. This is why I give full clicker credit if you answer 80% of the questions or more. **I do not adjust scores in other ways, so please don't ask.**

Lost clickers

If you lose your clicker mid-quarter and use a different clicker, you need to change your registration in Canvas *and* you need to email me with this information **before the next lecture**): a) your student ID number b) your clicker ID.

Clicker Troubleshooting

Sometimes clickers break, and some days there is a good reason for missing lecture. **That is why you receive full credit for only answering 80% of the questions.** It is your responsibility to use this grace period to learn how to use your clicker and make sure that your clicker is working, as I do not adjust scores for malfunctioning clickers.

To be clear, if your clicker is not working, I will NOT award points retroactively, so you MUST figure out why it's not working immediately. No exceptions.

If you have problems, go through the troubleshooting guide below.

If you are not getting the points you deserve:

- Be sure you have registered. This means through the course site on Canvas (NOT at www.iclicker.com)
- Make sure your remote is on the correct frequency
- Make sure you wait until I start the question before you answer – you should see the timer going.
- Make sure you answer before time has run out. No answer is accepted after the time has ended
- Every student in this class needs their own clicker – if you are sharing with another student one of you will not get any points.
- Are your batteries still good?

If you have done everything correctly, but your clicker is still not working, please see one of the IAs for assistance. They will help you troubleshoot your clicker and check it. If your clicker is malfunctioning, the bookstore will exchange it. We cannot do anything to check your clicker over email, nor can we check it before or after class. **It is your responsibility to make sure you are getting the points you deserve.** If there is a problem, you need to solve it or see one of the IAs right away so we can resolve the problem for future lectures.

Portions of this syllabus adapted fromCarolyn Kurle.

Schedule of lecture topics (subject to change at instructor discretion):

Week 0 (Sept. 23):

Introduction to the class

Week 1 (Sept. 27-Oct. 1):

Introduction to evolutionary biology

Week 2 (Oct. 4-8):

History of evolutionary thought

Evidence of evolution

Week 3 (Oct. 11-15):

Evidence of evolution (continued)

The genetics of populations

Week 3 Quiz: Open 2 PM Sunday Oct. 17 – 2 PM Monday Oct. 18. On Canvas.

Week 4 (Oct. 18-22):

Natural selection revisited

Phylogenetic trees

Week 5 (Oct. 25-29):

Phylogenetic trees (continued)

Species and speciation

Midterm exam: Saturday Oct. 30, 2-3 PM. In person.

Week 6 (Nov. 1-5):

History of life on Earth

Human evolution

Week 7 (Nov. 8-12)

Biodiversity

(Note: no lecture on Thursday Nov. 11 because of the Veterans' Day holiday.)

Week 7 Quiz: Open 2 PM Sunday Nov. 14 – 2 PM Monday Nov. 15. On Canvas.

Week 8 (Nov. 15-19):

The physical environment and the biosphere

Population ecology

Week 9 (Nov. 22-26):

Population ecology (continued)

(Note: no lecture on Thursday Nov. 25 and no discussion sections at all this week because of the Thanksgiving holiday.)

Week 10 (Nov. 29-Dec. 3)

Community ecology

Ecosystem ecology

Climate change

Final exam: Saturday Dec. 4, 11:30 AM – 2:30 PM. In person, cumulative.

DISCUSSION SECTION SCHEDULE (subject to change at instructor discretion)

Materials for discussion sections can be downloaded from the Canvas site.

Week	Activity
1	Get to know your class and syllabus scavenger hunt
2	Natural selection reading discussion
3	Genetic drift exercise
4	Population genetics exercise (Hardy-Weinberg equilibrium)
5	Phylogenetics exercise
6	Reading discussion
7	Biodiversity Show and Tell
8	Ecology reading discussion
9	No discussion sections this week because of Thanksgiving
10	Climate change activity

For discussion section times and locations, IA contact information, and office hours, see the “Discussion sections, IAs, and office hours” page on the Canvas site.

Important Dates: Wait lists end: Oct. 7. Last day to drop without a “Withdrawal” (W) on transcript: October 22. Last day to drop with a W: November 5.