BILD 3 Organismal and Evolutionary Biology Fall 2022

Welcome to BILD 3, In Person!
This class is designed to be in person, so you should plan on attending.

Dr. Shannon Butler (she, her)
8am-9:20 Tu/Th Center Hall 101
S3butler@ucsd.edu (Subject line "BILD 3")

Format of course: This course is in person, but there are a few times when we are online so you will need access to the internet and Zoom. Many assignments are on Canvas.

iClickers: Yes, you do need an iclicker for this class! It is worth points. You can find less expensive second-hand iclickers on ebay, any version will do. You must register your iClicker on Canvas each quarter! Two students may not share the same iclicker. **The app for iclickers will not be supported, only physical iclickers.**

Course Overview:
In this course we will learn about principles of evolutionary theory, classification, ecology, and behavior. We will also have a phylogenetic synopsis of the major groups of organisms from viruses to primates.

Course Objectives:
At the end of this course you will be able to....
    Core Concepts:
- Describe how basic principles of evolution can lead to the production of new phenotypes at the molecular level *(Information flow & Exchange)*
- Identify the evolutionary relationships among major taxa on earth *(Evolution)*
- Describe adaptations that allowed plants and animals to move onto land *(Structure & Function)*
- Describe how biotic and abiotic factors can interact with each other to affect climate & weather, as well as impose selective pressures on populations *(Systems)*

    Competencies:
- Recognize the stochastic nature of biological processes *(Modeling & Simulation)*
- Describe factors that affect nutrient cycling and lead to climate change *(Transformation of Energy & Matter)*

- Identify which lines of evidence support a scientific claim *(Communicate & Collaborate)*
- Use quantitative data to answer biological questions *(Quantitative Reasoning)*
- Describe how new knowledge is constructed in Science *(Process of Science)*
- Describe ways that Science interacts with non-Science disciplines in relation to issues like climate change and environmental justice *(Interdisciplinary Nature of Science, Science & Society)*

A more detailed list of learning objectives for each module can be found here: Bild 3 Learning Objectives

Office hours: I am happy to meet with you on Zoom during my Office hours. Stop by to get help, say hi, or to meet other students.

Every Tues 1:50-2:30	Every Thurs 1-1:45
10/6, 10/25, 11/10, 12/1 8:20am-9:20am	*before Exams

Bild 3 Zoom link
Meeting ID: 967 0847 4735
Password: cat

The **IAs also have Office hours** each week, you can find an up to date schedule here:
Office hour schedule
All office hours are on Zoom, BUT, some IAs may also be in person while on zoom.

Communication: I will send out announcements via Canvas "Announcements", monitor them daily! The best way to contact me is during my Office hours.

I encourage you to attend *Zoom office hours rather than email the Instructor or the IA's*! One, this is how we can get to know each other. Two, we can better explain the material in person. Maybe other students have a similar question and we can help each other learn!
But, if you do email us, make sure that the *Subject is "BILD 3".* Examples of good reasons to email us are: You have some sort of emergency that causes you to miss an exam; you have some accommodation from OSD or would like to talk about an accessibility issue, etc. These are good reasons to email and I can have a follow up conversation with you on Zoom if needed.

I am slow to reply to Canvas messages, they are harder to sort. If there is extra time at the end of class, I will let you all know and we can chat, but before class when I am trying to set up the projector is not a good time to ask me questions.

IA contact Info: You can find IA's emails here: (same for the IA's! Try to ask them questions during discussions and their office hours before trying to email.)

[Contact Info](#)

Textbook: The textbook for this course is not required, but if you find reading a textbook helpful, I loosely base the materials off of these chapters in the 11th Edition of Campbell's Biology (though earlier versions are quite similar). I do not cover all the material in each chapter; use the learning objectives to guide your study and refer to the book as a reference (though it is not essential). At this time, we unfortunately do not have access to course Reserves. I will let you know if this changes. There is an optional reading guide posted on Canvas.

Supplemental Instruction (SI) Session: You have been enrolled in a Canvas course for SI sessions. This is OPTIONAL, but encouraged! There are no points for going, but it is beneficial for extra practice. It is also a great way to meet people! Dr. B does NOT run these sessions, so you should contact your SI leader with any questions about SI session.

Technology: You need to be able to access Canvas (https://canvas.ucsd.edu/) and the internet to complete this course. If you don't have access to the internet or a computer/tablet, please contact vcsa@ucsd.edu. You will likely be able to do most things from a phone, though it may be ergonomically challenging. There are apps for Zoom, Canvas, and Google Drive which will be useful. You can access Canvas on your phone! Download the Canvas App.

Canvas: I cannot add students to Canvas. You need to contact IT Email servicedesk@ucsd.edu Or call Phone: (858) 246-4357. I cannot help you get registered in Canvas or add you manually; it is out of my control and you need to go through IT and register properly.

How this class will work:

    Lectures: Lectures are in person. Attendance is recommended, and we use iclickers to promote engagement. You can earn up to 15 points from iclickers, and you will get ALL 15 of these points if you accumulate 65% of the iclicker points across the quarter. This means you have plenty of flexibility*** to miss class if you are ill or have an emergency. Do not attend lectures if you are ill or get a red "thumbs down" from the symptom checker. Follow all UCSD covid guidelines. See the **"How exactly do iClicker points work?"** section for more explanation. Please feel free to raise your hand during class to ask questions!

Office Hours/Questions & Meetings with Dr. Butler: To ask questions about lecture, course material, assignments, etc: I will be available every week **During the office hours listed on the schedule on** Zoom to answer questions. THIS is the BEST way to get a hold of me! If you need to discuss something privately about a personal issue, we can use a break out room. This is an acceptable thing to email me about, to make time to discuss a private manner during or around OH. If you cannot make this time then please email me and we will arrange another way to communicate, or come to my Q&As during the class period that are for exams.

Office Hours with IAs: You can go to ANY IAs office hours, not just your IA. One of the IAs even has OH right after lecture time. This is also a great way to meet other students to study with.

Discussion sections: You need to attend your assigned discussion section, live, in person. This is where you will build community! You can find friends to study with! We will do some group projects, so meet people here! IF you need to change discussion sections, you can fill out the "Discussion change request" form, but i may not be able to accommodate you. Only fill out this form if you have a circumstance that prevents you from being on campus during that time that is unavoidable, not just a preference. I may or may not be able to switch due to class size. You may not work asynchronously. You do have some flexibility**** to miss 2 DI sections before your grade is affected. If you have a single situation that affects you for more than a week, and you have already used your flexibility, then you can talk to your IA about making up an activity in a timely manner. If your section needs to be on Zoom for some reason, Discussion links are the same as the IA's Zoom for Office hours, and can be found in here: DI sections
Further questions about DI sections may be answered here:
📄 **Discussion attendance FAQ**

Exams: Exams are online, but they are to be done ALONE without notes or other resources. You need to take exams synchronously (within the larger time window indicated on the schedule) unless you have an emergency or natural disaster. You need to contact me as soon as reasonably possible for these reasons. Exam dates are posted in the schedule 📅 BILD 3 Fall 2022 Road Map

Lecture Checks: After each lecture, there is a short lecture assignment on Canvas. You need to do MOST of these to get full credit (i.e. you can miss ~4). These assignments are meant to keep you on track and give us feedback about student understanding. They are also opportunities for you to see questions that may appear on an exam. The due dates for all lecture checks are on Canvas and they must be submitted **on time** for credit.

Slides and course materials: I will be using Canvas to post course material and slides. We will also occasionally use google slides/sheets/docs for collaborative work.

Podcasting: I do Podcast the class and it should appear in the media gallery within 48 hours of a lecture being over.

Schedule/Roadmap: 📅 **BILD 3 Fall 2022 Road Map** I will do my best to stick to the schedule in this syllabus, but there may be slight changes (announced ASAP) due to circumstances that are unforeseeable and out of my control. I appreciate your flexibility and patience in advance. You will be assigned to watch some lecture content online, and I will let you know as we go.

Grading

You can receive up to 330 points in this class. The number of points that you receive will be divided by the maximum number of points possible to calculate your grade as a percentage and use these cut offs for assigning letter grades. If we do not get to all of the activities, the denominator will be adjusted. I use an excel formula to calculate total grades, I do not round. Canvas does not display the total grade because it cannot do the point caps I have in the grading scheme.

Grading scheme	Quantity	points per	Points towards grade
Lecture checks	23	3	55
iClickers	get >=65% of points		15
Discussions	9	5	35
Exams (drop lowest, >50%)	4	75	225
		Total	330

Cut offs			
A >=92 %	C+ >=78 %	P	>=70%
A- >=90%	C >=72 %	NP	<70%
B+ >=88 %	C- >=70 %		
B >=82 %	D >=60 %		
B- >=80 %	F <60%		

If you are ill or unable to do certain activities on time, you can be given an extension on a case by case basis, but please use the built in flexibility if that is enough.

Extra Credit: There will periodically be optional discussion boards, 5 for the whole quarter. They will be located in the modules. They will be up for several days and be due on or after the date of that lecture check. I will not accept late extra credit for any reason. The (up to) 5 points from the Extra credit can **fill in missed discussion points**, but not above the point cap in that category. They do not go towards overall grade, just that category.
Other extra credit opportunities will be posted in the Announcements if they arise.

Classroom Behavior: Please avoid engaging in distracting behavior in class. This includes scrolling on social media, working on other assignments, talking when I am talking, etc. Do not bring food to class. If you need to eat something, please feel free to step outside for a few minutes.

Health and safety: You must wear a mask AT ALL TIMES in class. Only come to class if you have gotten a green thumbs up from the daily symptom checker. Do not sit on the floor or block any walkways or doorways. Leave scooters OUTSIDE the building, they are a tripping hazard.

More information about Exams:
Exams will be given online. Exams are NOT open note/open book, unless you are specifically instructed to do so. I will give you time limits that will make it difficult to have time to look up all the answers, but enough time to complete the questions. I have the ability to run your essay questions through "turn-it-in" to detect plagiarism, which is academic dishonesty and will be dealt with accordingly according to UCSD's academic integrity policy. I also have the ability to monitor Chegg and online "tutoring" sites, live, during the exam window.
The exams will be part Multiple Choice/Select All that apply, and part Free Response. They will not be explicitly cumulative, BUT some concepts are inherently cumulative.

If you have some legitimate reason that you cannot take the exam at the scheduled time, we will work out a way to accommodate you. Emergencies include, but are not limited to medical emergencies, illness, serious illness or death of a close family member, natural disaster, or other event that is _unforeseeable and out of your control_. I would rather you take an Exam late than take it when you are in the hospital, during a power outage, etc. Please let me know as soon as possible if something unexpected occurs that may prevent you from taking an exam.
Please do your best to set aside this time during the lecture period for your learning as much as possible. If you are dealing with something that makes you unable to physically be at a computer/tablet/ phone during the Exam/Discussion time, LET ME KNOW! When possible, I

may require some documentation for your excuse. I need your <u>HONESTY</u> about this policy. Please don't abuse it.

I am giving 4 exams. I will drop your lowest exam score IF you TAKE all 4 exams, and get at least a 50% on each of them. If you do not get 50% on all 4 exams, I will just average the 4 exams towards your final grade.
Exams are online, but it is YOUR responsibility to be someplace with a stable internet. **Please download the Canvas App as a backup and log in before the exam**. If your internet goes out, you can resume where you left off very quickly!

Late work: In general, I do not accept late work but I do give you flexibility to miss a few assignments. If you have a medical issue or personal emergency that puts you completely out for more than a week, or is ongoing, talk to us about potentially extending due dates. Also contact us about using your ADA accommodation to extend a due date if applicable. Otherwise, I have the gradebook set to deduct 10%/hour, meaning that if you are more than 10 hours late you get no credit. I will not adjust due dates for forgetting, being busy, etc. Recognize you already have some flexibility*** with the dropped assignments and point caps.
*****Note:** Do NOT resubmit an assignment that you turned in on time late! This leads to the assignment being marked as late and you lose points. It is YOUR responsibility to NOT resubmit assignments late.

Accommodations For Students With Disabilities: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 (phone) osd@ucsd.edu (email) http://disabilities.ucsd.edu (website) Do this within the first week of class. You can choose to use your accommodation or not, but you need to decide this up front so that I can accommodate your needs.

Academic integrity: Students are expected to do their own work. Cheating will not be tolerated and all suspected cases will be handed over to the Academic Integrity Coordinator. Any student caught cheating will fail the course. Even the most minor infringements on Academic integrity will result in at least a full letter grade reduction. Submitting any material written by someone else (copied from a lab member, or from any on-line source) is a violation of academic integrity. For information on academic integrity at UCSD:
https://students.ucsd.edu/academics/academic-integrity/index.html

Student Questions/Enrollment: Please direct student questions to Biological Sciences Student and Instructional Services. UCSD continuing students use the Virtual Advising Center vac.ucsd.edu Summer Session (non UCSD students) may email biousis@ucsd.edu

More detailed explanations of Flexibility, Modality, iclickers, etc.

Flexibility Explained:

We understand that you may be ill, may have family responsibilities, have transportation issues, or be working to support yourself. You do need to work with your employer to be present in class as much as possible, but we do have some flexibility built in for you. This flexibility is cumulative, so <u>save as much of it as you can for when you need it</u>.

 -You only need 65% of clicker points to get full credit

 -You can miss 2/8 discussions

 -You can miss 4/23 lecture checks

Examples of using your flexibility:

-You get sick/get a red thumbs down and cannot come to campus

-You need to care for family members

-You come to class most of quarter and decide to not come back after Thanksgiving break

-You have a job on Tuesdays that you need to support yourself

-You have to leave 30 mins early on Thursdays to get to soccer practice

-You need a mental health day

-You have car trouble

-You leave class a little early to go to the dentist

-You can't find parking and are running late

You can choose when to use YOUR flexibility. It is for any time or occasion, but it is not infinite.

How do I get additional flexibility? Talk to me and...

-Have an OSD (Office for students with disabilities) accommodation

-You would need to have an acute issue that is *unforeseeable* <u>and</u> *out of your control* and affects you for 2 weeks or more due to the same issue

-If something happens very late in the quarter you may need to take an incomplete to use this flexibility

-Keep in mind the add/drop date

Contingency plans if Dr. B has to move class online:

<u>What happens if my IA is sick and cannot hold in person Discussion?</u>

> <u>Plan A:</u> another IA subs in person, same room

> <u>Plan B</u> (only if no IA can do Plan A): Either your IA or another IA teaches you online

> <u>Plan C</u> (Only if no IA can do Plan A or Plan B): Your section gets to attend another section of your choice. If you cannot attend any other section, you will need to complete the work asynchronously and your IA will grade it.

> *This plan does not involve lowering the discussion threshold.*

<u>What if Dr. B is sick and cannot hold in person class?</u>

> *If this is the case, class will be asynchronous and online. I will lower the iClicker Threshold for the class accordingly by 5%/missed lecture. For example, if Dr. B cancels 1 live lecture due to illness, the threshold will drop from 65% to 60%. If I miss 2 lectures it would be 55%. This is OF THE POINTS THAT OCCUR. Note there are less points, but then you need less as well.*

> <u>Plan A:</u> I release a recording of the lecture and I hold optional Office Hours for Q&A online during the regular lecture time

> <u>Plan B:</u> I release a recording of the lecture and an IA holds optional Office Hours for Q&A online during the regular lecture time.

How exactly do iClicker points work?
I do not know the EXACT number if clicker points there will be. But they will be spread out through the quarter/lectures.
> **Example 1:** Let's say there are 132 iClicker questions over the ~14 live lectures. Overall you get 122 of them.
> 122/132 = 92% This is above 65%, so you get all 15 points towards your grade.

> **Example 2:** Let's say you get 100 points out of the 132.
> 100/132= 75% This is above 65%, so you get all 15 points towards your grade.

> **Example 3:** Let's say you only get 60 points out of the 132.
> 60/132= 45% you don't get all 15 points, BUT you get a scaled proportion of those:
> 45%/65% = 69% * 15 points = 10.38 towards your final grade

When is it appropriate to send an email versus ask a question in class?

Content related question: i.e. "Can you explain this concept more?", "What is the difference between X and Y?". Ask these **in office hours/Q&A session/ During class when I take questions.** Other students may have a similar question and will benefit from you asking the question and hearing the answer explained. You can also raise your hand during lecture for extra clarification. I cannot help you with these kinds of questions via email because they often require a detailed explanation.

General Logistics questions: i.e. "When is this activity due?" "What will the exam be like?". Many of these questions can be answered by reading the materials I post on Canvas, or **looking at the schedule**. Try to use those resources before asking me, but if you have further questions, or think that I made a mistake on the calendar, please **feel free to ask in class** when I take "general questions" at the beginning or end of class. These questions can be emails if you can't find the information, and have already looked thoroughly, but please keep in mind that you need to look at the calendar to know when things are due. However, if you should be able to access something on Canvas, but cannot, **please feel free to email me right away** so that I can make the material accessible to the class!

Personal Question: i.e. "I have fallen behind due to prolonged illness." "I have an accommodation on Exams" These are things to **email me** about since they don't concern the rest of the class. Don't raise your hand in class to ask questions like these because they take up time that is not relevant to the majority of the class. Make sure that the email you send has the subject line **"BILD 3".** If I do not reply after 48 hours on a M-F, please feel free to remind me in class before or after, on your way in or out of the classroom, or forward me the email again. Please make sure to cc your IA on the SAME email.

Resources for student support

The University of California has a lot of resources for students experiencing non-academic problems. It is your responsibility to utilize the resources provided to you, but if you have trouble accessing these resources, please reach out to me.

Technology: If you don't have a way to access the internet or interact with Canvas, Fill out this form: https://eforms.ucsd.edu/view.php?id=490887

Teaching + Learning Commons The Teaching + Learning Commons offers tutoring, consultations, and workshops on learning strategies as well as assistance with writing in the Writing + Critical Expression Hub http://commons.ucsd.edu

SPACES: Book lending service for students https://booklending.ucsd.edu/

Community Centers: The Campus Community Centers at UC San Diego build community among our diverse population of students, faculty and staff members. Each provides a forum to increase awareness of social issues, encourage dialogue, build community, improve retention, increase outreach and yield, and foster academic success. For a list of the many campus community centers, as well as other resources to support students, go to: https://diversity.ucsd.edu/

Counseling and Psychological Services (CAPS) provides free, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit our Counseling Services page. https://caps.ucsd.edu/

CARE at the Sexual Assault Resource Center is the UC San Diego confidential advocacy and education office for sexual violence and gender-based violence (dating violence, domestic violence, stalking). CARE provides free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. https://students.ucsd.edu/sponsor/sarc/

Undocumented Student Services Center is committed to serving our undocumented students and their families through holistic services. We also advocate for generating a sense of community for all students that are undocumented or come from mixed immigration-status families. https://students.ucsd.edu/sponsor/undoc/

Student Veterans Resource Center (SVRC) is committed to ensuring that military affiliated students successfully make the transition from the military environment to campus life, and are assisted in their progress toward completing their academic degree. In collaboration with other University partners, the SVRC seeks to identify and mitigate the barriers to academic success that are specific to the military affiliated student community. https://students.ucsd.edu/sponsor/veterans/index.html

The Hub (https://basicneeds.ucsd.edu/triton-food-pantry/index.html) will point you to resources to meet your basic needs (nutritious food, stable housing, etc). Some of these

resources are listed below. I do not know if these resources are available during the campus closure, the website has not been updated.

Triton Food Pantry: The University of California believes that all students should have access to nutritious food. https://basicneeds.ucsd.edu/triton-food-pantry/index.html I do not know if these resources are available during the campus closure, the website has not been updated.

English language Learners: here are resources to help English Language Learners: https://commons.ucsd.edu/educators/ELP-ii/resources.html#English-Language-and-Communicat