BILD 3 Organismal and Evolutionary Biology Summer 2022

Welcome to BILD 3, Online! Whether you are a freshman and this is your first time at UCSD, or you have been taking classes here for years, I am excited to be your instructor.
You can see a video of me going over the syllabus here: https://youtu.be/j1AKSeaofUU

Dr. Shannon Butler (she/her)

Overview of how the course works:
This class will be **Online.** Some components are **synchronous** (live, at a certain time), while others are **asynchronous** (Do on your own time, with a due date). There will be plenty of opportunities to interact with classmates, myself, and the Instructional assistants. There is also a free program called "**Supplemental Instruction**" where a former student study group leader will guide you through extra practice problems and review topics with you in small groups. You will watch **Lectures** on your own time on Canvas, with interactive videos. If you prefer to watch the lectures in a group, we will have a virtual "Watch Party" once a week with one of the head IA's. When you watch the lecture, you may have questions! You can come ask questions during our (optional) **office hours/Q&A session**. During **Discussion Sections** (Thursday/Fridays) you will do activities related to the material we learned in Lecture, and get points for completing the activities in your groups on **Zoom**. These are required. **Exams** will be online, closed notes, but on specific days.
You can view the Lecture schedule overview here: 📅 BILD 3 Summer 2022
The discussion links (Zoom) are here: 📅 BILD 3 Summer 2022

How to contact your Instructor (Dr. B) or Instructional Assistant (IA): The best way to get in contact with either myself or your IA is to go to 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 and stay connected! Two, we can better explain the material in person. Maybe other students have a similar question and we can help each other learn. Third, it is very inefficient to respond to many student emails when we can just have a quick chat! We can better help you understand the material via Zoom more than on email.

Dr. Butler's office hours and Contact info: 📅 **BILD 3 Summer 2022**
You can come to ANY of my office hours, just drop in!
The IAs also have office hours at these times: 📅 BILD 3 Winter 22 UCSD Schedule

If you cannot attend office hours, or have an emergency, or just need to get us a document such as an Accommodation or Dr note, **please email us**. Email me, and CC your assigned IA. Subject line "BILD 3 UCSD". I cannot help with content (explaining material) over email.

Communication: I will send out announcements via Canvas "Announcements", monitor them daily! You can communicate with us via Zoom or Email

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/ at the Watch party.** 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 severe 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 UCSD".** If I do not reply within 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. Please make sure to cc your IA on the SAME email.

Format of course: This is a remote learning course. Some components will be **synchronous** while other components will be **asynchronous**. If you have an emergency (illness, serious illness or death of a close family member, sudden unexpected childcare, natural disaster, other event that is unforeseeable and out of you control) or time zone situation that prevents you from being present during the synchronous components, you will need to talk to me to make up the work (discussions, exams) asynchronously, with good reason. **Enrollment in multiple courses that conflict is not an acceptable reason**. All lectures will be available asynchronously, recorded online. Discussion sections and Exams will be synchronous, online, during the regularly

scheduled time. Unless you have an extenuating emergency circumstance, or are in a very different time zone relative to San Diego, you need to make yourself available during the scheduled hours that this course is listed.

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:
https://docs.google.com/document/d/1XQ1ZntC1Vc6pWfZo1dBsPW7Q6wvV-AaQad314YeFMDk/edit

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.

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: Some parts of this course are **synchronous** (occurring at a particular time, Live, with other people) while other parts are **asynchronous** (filmed ahead of time, you do on your own, may still interact). However, you still need to complete the asynchronous parts in a timely fashion!

Synchronous Components:

> **Questions & Meetings with Dr. Butler** to ask questions about lecture, course material, assignments, etc: See the link to the schedule for these times. THIS is the BEST way to get a hold of me! Answering emails is inefficient, and there are few reasons that you should not be available during that time as this is when your class was originally scheduled. If you need to discuss something privately about a personal issue, we can use a break out room, or this is also an acceptable thing to email me about. If you cannot make this time then please email me and we will arrange another way to communicate.
> https://ucsd.zoom.us/j/96708474735?pwd=L0ZNUkgvUDZiNVhvdGRhVWExMFVDUT09
> Meeting ID: 967 0847 4735
> Password: cat

Discussion sections: <u>You need to attend your assigned discussion section</u>, live, on Zoom. 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 cannot attend your discussion section, you need to <u>email your IA a legitimate</u> excuse and make up the activity within 2 school days, or as soon as possible given your circumstance. You will work out individually with your IA how to accommodate you if you cannot attend live on Zoom. You will get points for the activities that you do in Discussion, which will sometimes carry over to out of class. IA's are the point of contact for discussion rather than the instructor. Your IA will enter attendance and grading for discussion sections by 11:59pm on the Tuesday after each discussion section. Your IA will take attendance at a random point during discussion, so if you are not present during this time, you may not get points. Remember that you can miss 1 section without a reduction to your grade. **It is YOUR responsibility to check that you are marked present after Tuesday**. If there is a mistake, contact your IA by email (not me, unless they do not respond to you in 2 days) before the next discussion section to correct this. **If you wait too long to bring this up, we may not be able to verify your attendance.**

FAQs about discussion: 📄 **Discussion attendance FAQ**

Asynchronous Components:

Lectures: I will pre-record lectures and have them up by (or before) the regularly scheduled lecture times. You can watch these at your own pace, BUT I encourage you to keep up with them.

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. You need to do the lecture checks on time to get credit, you do not get credit for doing them late because the purpose is to keep you on track. All Lecture check due dates can be found on Canvas.

<u>**Absences:**</u> We understand things happen. If you have a medical emergency, mental health emergency, unexpected caretaking, or a hard to schedule doctor or government appointment (jury duty, vaccine appointment, etc), please email **Dr. B and your IA** as soon as possible (subject line BILD 3) to figure out a solution. Please do your best to attend the section and take exams on time, and be honest with us about your absences.

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.

Grading

You can receive up to 320 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. *Look at schedule/road map for exact grade breakdown*

Grading scheme	Quantity	points per	Total points towards grade
Lecture checks	23	3	55
Discussions	9	5	40
Exams (drop lowest, >50%)	4	75	225
		Total	320

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. **Contacting me sooner rather than later makes me more able to help you.**

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, up to 40 points in that category. You will not be given over 40 points in this category.
Other extra credit opportunities will be posted in the Announcements if they arise.

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 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 cumulative.

I am giving 4 exams. I will drop your lowest exam score IF you TAKE, and get at least a 50% on, all 4 exams. If you do not get 50% on all 4 exams, I will just average the 4 exams towards your final grade. You need to take all exams on time UNLESS you have some sort of legitimate excuse of hardship that you talk to me about that gives you a direct conflict with the Exam. 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. Please let me know in advance if possible, or as soon after if you have something unexpected occur. A legitimate excuse is something unforeseeable and out of your control. A lot of things will be out of your control. But 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 time, LET ME KNOW! Also if the exams are at a time you are usually asleep (within reason), let me know and we can accommodate you.

I realize some weeks may be harder than others, so I will take your top 3 exam scores and count them towards your course grade. SO, even if you are wildly unprepared, if you are ABLE to, just take the exams. Unless you are very ill or physically or mentally unable to, then email me ASAP. I will drop your lowest one, but I do need some sort of assessment to demonstrate you have engaged with the course material.
If you are physically unable to be present at a computer during an exam, let me know ASAP.

Given that, here is a summary of my current policy:
You must take all 4 exams and get at least a 50% on all of them. Then your top 3 scores will be used toward your course grade, as the lowest exam grade will be dropped. You can **make up the exam** with a legitimate hardship excuse, which you need to email me about (these are efficient things to email! but also happy to chat in Zoom). **If you have something going on making it hard for you to complete the course talk to me sooner rather than later so we can try to help you.** If you miss 2 exams due to hardship, it may be wise to drop the course. This is a hard time for everyone; if you cannot do half of the exams, maybe there is a better time in your life to take this course.

I need <u>HONESTY</u> about this lenient policy. Please don't abuse it. Obviously, some of you are going through a lot, the world is being affected in many different ways. Here is what I don't want to happen: Student does well on the first 3 exams, and then does nothing in the last 2 weeks of the quarter. There is essential information for your future classes throughout this class, up until the last day, so I would like you to learn it.

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 out for more than a few days, or is ongoing, talk to us about 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. If you have an emergency and need an extension on an Exam, email me ASAP. I would rather you take an Exam late than take it when you are in the hospital, during a power outage, etc.
*****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

Resources for student support

The University of California has a lot of resources for students experiencing academic and 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; email biousis@ucsd.edu

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