

BILD 3: ORGANISMIC & EVOLUTIONARY BIOLOGY

Remote Class Schedule:

- Lecture - M,Tu,W,Th (9:30 – 10:50am)
- Discussion Sections
 - MW 1:00 – 1:50pm
 - MW 2:00 – 2:50pm
 - TTh 11:00 – 11:50am
 - TTh 3:00 – 3:50pm

INSTRUCTOR CONTACT INFORMATION

Deb Balch (debalch@ucsd.edu)

Office hours: Thursdays 1-2pm, click the Zoom link in Canvas

Welcome to BILD 3! I am looking forward to spending the next 5 weeks with you exploring my favorite topics in biology. Given this is an accelerated course, the pacing will be fast but I have provided you with some choice in how you engage with the content. My plan is to keep the format flexible, with both synchronous and asynchronous options. Attendance is highly encouraged, but not required.

INSTRUCTIONAL ASSISTANT CONTACT INFORMATION

Head TA - Elena Lozano eilozano@ucsd.edu

Isabella Wu i1wu@ucsd.edu

Gabriel Vucelic-Frick gvucelic@ucsd.edu

Office hours for all IAs will be posted on Canvas by July 5th. You can go to the office hours of any IA, not just the IA who teaches your discussion section; and of course, you are always welcome in my office hours.

When emailing us: **please put “BILD 3” in the subject line** to indicate your email is about this course.

IMPORTANT NOTE ABOUT CONTENT SUPPORT: For many reasons, we kindly ask that you refrain from asking course content questions via email, and understand these emails will not be answered. There are many ways to get your content questions answered: Ask questions during live zoom lectures, attend Tuesday Q&A Zoom sessions, attend discussion sections, and visit us in our office hours via Zoom where we are very happy to work with you and answer your questions.

This syllabus is subject to change, and any schedule or policy changes will be communicated to you on Canvas. **It is your responsibility to read announcements posted on Canvas, please check frequently.** It is the only way I can effectively communicate with our remote class, especially on our accelerated schedule.

Want a refresher on learning remotely? This website has some great tips and resources:

<https://digitallearning.ucsd.edu/learners/learning-remote.html>

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CANVAS

Everything you need for this course will be available on our BILD 3 Canvas site. Again, please check the site frequently.

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 alert your instructor and 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 automatically. More information for extension students can be found here: <https://extension.ucsd.edu/student-resources/>

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/or between living organisms and their environment. To better understand this relationship, we will study organismal diversity, evolution and evolutionary processes. Evolution is a core-theme of all biological disciplines and a well-rounded understanding of its patterns and processes makes us better biologists and global citizens. Our discussions will also include some aspects of environmental science, paleontology, extinctions, climate change, environmental alterations, and the role of conservation.

REQUIRED MATERIALS

Computer or tablet and Internet connection

This course will be taught entirely online. In order to participate, you will need a computer or tablet and an Internet connection. You might be able to get by with a smart phone but it will make things substantially more difficult, and some things may not work via the phone, possibly including quizzes. If you don't have a computer/tablet at home and are concerned about affording one, email vcsa@ucsd.edu to ask if they can help.

Access to Canvas and Zoom

You will need to set up your Zoom account, if you haven't already done so. You will need to install Zoom on whatever device you plan to use for this class. Go to <https://ucsd.zoom.us/> to get started or if you have any technical issues gaining access to our Zoom meetings. **You are required to sign in to your UCSD Zoom Pro accounts before joining any Zoom meeting for this class.**

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Textbook (recommended)

The textbook, Campbell Biology, 10th - 12th edition, is highly recommended, **not required**. If you are interested in gaining access to the e-book, please click on the link below to get more information.

Please note that Campbell Biology is different from Campbell Biology in Focus; they are substantially different books and the recommended readings will be from Campbell Biology and not Campbell Biology in Focus. The publisher of Campbell Biology offers various supplemental materials including a CD, a web site called Mastering Biology, and a book of exercises. These supplemental materials may be useful to you, but they are NOT required.

If you're interested in access to the e-book for this class for a fee (\$39.96 for 4 month access, at the time of this writing), go to: <https://www.pearson.com/en-us/subject-catalog/p/campbell-biology/P200000007019/9780135988046>.

GRADING

50 points: Discussion Section Assignments

50 points: Weekly Reading Assignments

120 Points: 4 of 5 Quizzes (lowest quiz score will be dropped)

Total: 220 points.

Your final letter grade will be based on your **TOTAL** number of points and the e-grade scheme below. A curve will only be used if it benefits the class. 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 us to change a letter grade after it has been turned in except in cases of clerical error.

A+	100%	to	97%
A	< 97%	to	94%
A-	< 94%	to	90%
B+	< 90%	to	87%
B	< 87%	to	84%
B-	< 84%	to	80%
C+	< 80%	to	77%
C	< 77%	to	74%
C-	< 74%	to	70%
D	< 70%	to	60%
F	< 60%	to	0%

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HOW THE CLASS WILL WORK

The content for this course is divided into 13 topics. Each topic will get its own module in Canvas that contains important documents to support your learning. These documents include Prep & Study guides for each topic, learning objectives for each topic, and a pdf of lecture slides. These modules will be posted at least one week prior to that Topic being covered in class.

PREPARATION FOR LECTURES

For each lecture, there may be readings, and/or videos that are expected **prior** to attending/watching the lecture because they may be referenced during the lecture. This information will be communicated to you via the **Prep & Study** document for that lecture's topic and can be found in the topic modules on Canvas.

LECTURES (LIVE)

Live Zoom lectures will be on Mondays, Wednesdays, and Thursdays at 9:30am PDT. For those that cannot attend or wish to engage more asynchronously, I will post a recording of the lecture later in the day. You will need to watch the lecture by the start of the next scheduled class period.

LECTURE SLIDES

I will post a pdf of lecture slides after the lecture to help you study. Be aware that they are, at best, outlines of the lecture, and essential material may be presented in lecture that is not well represented in the slides pdf. If you want to do well in the class, I encourage you to engage synchronously or watch the lecture videos at a normal/reasonable speed.

LEARNING OBJECTIVES

To help you focus your study, I will provide a list of learning objectives for each topic we cover in class. Learning objectives convey my expectations for what you should know/understand about a topic. Use these learning objectives to preview the topic prior to lecture and/or as a way to support your understanding after lecture. A great way to prepare for quizzes is to use these learning objectives like essay questions to test your knowledge. It also helps you pinpoint potential misconceptions that you can discuss in section or office hours.

READING ASSIGNMENTS

Each week there will be a reading assignment based on the required readings for that week. These questions are meant to focus your comprehension on the important concepts and themes in the articles or occasional video. Answer the questions **in your own words, based on your own understanding**. Use the appropriate terms, but do not borrow exact language from the lecture, the reading, or other people's writing (this would be a violation of Academic Integrity, see policy below).

Each reading assignment will be graded for thoughtful effort and completion (10 points each). Answers that are very minimal, irrelevant, and/or mostly incorrect will lose points. Answers will not be marked down for grammar/language errors unless they are severe enough that the grader can't understand what you meant.

DISCUSSION SECTIONS (LIVE)

Sections will begin July 5th and links will be provided in Canvas through Zoom course navigation link or the course calendar. For summer classes, discussion sections meet twice a week. Monday/Tuesday sections will be

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reserved for Q&A with your IA. Wednesday/Thursday sections will be devoted to the section assignment for the week, typically an activity. The assignments are required for everyone. If you miss section or choose not to attend, you will complete the assignment on your own by the due date. Note that material from these assignments is fair game for the quizzes.

Your IA will host a Zoom meeting to guide you through the assignment/activity. Attendance (via Zoom) is not required, but it is strongly encouraged — this is your main opportunity to discuss the class material, which will help your performance on assignments and quizzes. Please plan to attend the section in which you are registered. If you cannot attend one time due to a legitimate conflict/concern, you can complete the assignments on your own or ask if you can attend another section. Look on Canvas to find a section that's held later in the week. Email that IA in advance to ask if they can accommodate you. **You must get permission from that IA before attending!** Let your regular IA know too.

Q&A SESSIONS WITH INSTRUCTOR (LIVE)

Every Tuesday at our regularly scheduled class time (9:30 – 10:50am), I will host a live question and answer session via Zoom (links are provided in Canvas through Zoom course navigation link or the course calendar). Tuesdays will be our quiz days and this is a great opportunity for you to get questions answered before you take the quiz. Location of link will be disclosed in class. It is important for these Q&A sessions to have a safe, welcoming, and comfortable environment in which students can ask questions and clarify their understanding. For this reason, these sessions will not be recorded for asynchronous viewing.

OFFICE HOURS (LIVE)

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. My office hour links are already available to you and I will post links to our awesome IAs office hours within the first few days of class. You can go to the office hours of any IA, and of course you are always welcome in my office hours. Office hours will not be recorded for asynchronous viewing.

LATE ASSIGNMENTS POLICY

Given our accelerated pace, it is very important to turn in your assignments on time and keep pace with the content. Late assignments will be accepted with a 50% point deduction for each calendar day (or any part of a day) that they are late. No exceptions. Please note: Week 5 assignments will not be accepted after the due date/time.

QUIZZES

We will have 5 quizzes throughout the class. Each quiz will be 30 minutes long. They will be scheduled as follows:

Tuesday, July 7th

Tuesday, July 18th

Tuesday, July 25th

Tuesday, August 1st

Friday, August 5th (final – only available during our scheduled time slot 8:00 – 10:59am)

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All Tuesday quizzes will open at 9:30AM and close at 10 PM PDT. This gives you the entire day to take the quiz, so there is no risk of schedule conflict. The one exception I must point out is the quiz on Friday, August 5th needs to be completed within our scheduled final time of 8:00AM – 10:59AM PDT.

Quizzes are primarily lecture-based, but content from discussion sections and required readings is also fair game. Each quiz will be worth 30 points. I will drop your lowest quiz score, so the overall quiz score will be out of 120 points (your top-scoring 4 quizzes). This policy is intended to cover any possible reason you may miss a quiz and/or you did not feel particularly prepared for a specific quiz. Whatever the case may be, there is no need to email me the details. That quiz would be your lowest-scoring quiz and will be dropped. For this reason, I strongly recommend that you study for and take all the quizzes so you have an insurance policy against something going wrong for one of them. **There are no make up quizzes.** If you know beforehand that you are unable to take 2 or more of the quizzes, I recommend you drop the class prior to July 7th. If a legitimate, documented emergency arises and causes you to miss more than one quiz, email me as soon as possible and we can discuss your options.

The quizzes will be taken on Canvas. To minimize technical issues, the IT folks suggest updating your web browser and using Chrome. If you continue to experience technical issues, please email servicedesk@ucsd.edu.

Take the quizzes on your own, without help from other people or other resources other than your own brain. You may use a calculator if needed. The quizzes are closed-book, meaning that you may not consult the book/readings, lectures, Internet, etc. Do not discuss or share information about the quiz with other students in the class until the quiz is over. Do not share information about the quiz outside the class at any time. 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.

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)

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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.

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.

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 ONLINE CLASSROOM

All emails 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 your discussion section, office hours, or the Tuesday Q&A session.

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Please do NOT post ANY BILD 3 course materials on public websites, social media sites, etc. An enormous amount of effort is put into these materials, they are meant with the best intentions and solely for the students of this course. Nothing in this class should ever be made public for anyone to see or download.

STUDENTS WITH SPECIAL CIRCUMSTANCES

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 quizzes with me. All of these arrangements should be made by Thursday, July 6th.**

BILD 3 TIPS FOR SUCCESS

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

1. Actively participate and engage in synchronous opportunities like live lectures, discussion sections, Q&A sessions, and office hours. We, the IAs and I, are providing you with many opportunities to interact with us and master course content, but ultimately it is up to you to take advantage of these opportunities.
2. Pay attention to the learning objectives and let them guide your understanding of the content we cover in class. Read them over prior to attending/watch the lecture and use them like essay questions when you're preparing for quizzes. They play a large role in the development of quizzes.
3. Use the Prep & Study guides to do exactly that...prepare for the lecture topic and study it afterwards.
4. Do everything you can to avoid falling behind in this accelerated course. The amount of material presented in this course can seem overwhelming if you don't keep up on a regular basis. The lectures build on each other and therefore, you must put forth a constant and steady amount of effort to get the most out of the lectures and assignments.
5. Turn in all assignments by their respective due dates (late deductions can stack up and negatively affect your grade).
6. Take notes while you do the reading and attend/watch lectures, just as you would in a face-to-face class. When you take notes, write down a summary and essential details of the lecture; don't try to write down

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every word. The process of synthesizing and summarizing the lecture in your notes helps you learn the material.

- Go over your notes later that day or the next day or so and fill in details missed in lecture or topics you didn't understand, using material you study in the book or online or in discussion section.

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

As we continue to pull away from the pandemic, it is still a stressful time for all. 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 and they can help.

TENTATIVE CLASS SCHEDULE (subject to change at instructor discretion):

WEEK	DATE	SUBJECT	DISCUSSION SECTION
1	M 7/3	Class Introduction	No section
HOLIDAY			
1	W 7/5	Topic 1 - Overview of NS	W: Intro & Genetic Drift Activity
1	Th 7/6	Topic 2 - History of Evolutionary Thought	TH: Intro & Genetic Drift Activity
2	M 7/10	Topic 3 - Evidence of evolution	M: Q&A
	Tu 7/11	Quiz 1 Covering Week 1 Lectures & Assignments	Tu: Q&A Week 1 Assignments due by 5pm
2	W 7/12	Topic 4 - Genetics of Populations	W: HWE activity
2	Th 7/13	Topic 5 - Natural Selection	TH: HWE activity
3	M 7/17	Topic 6 - Phylogenetics	M: Q&A
	Tu 7/18	Quiz 2 Covering Week 2 Lectures & Assignments	Tu: Q&A Week 2 Assignments due by 5pm
3	W 7/19	Topic 7 - Species & Speciation	W: Phylogenetics Activity
3	Th 7/20	Topic 8 - History of Life	TH: Phylogenetics Activity
4	M 7/24	Topic 9 - Human Evolution	M: Q&A
	Tu 7/25	Quiz 3 Covering Week 3 Lectures & Assignments	Tu: Q&A Week 3 Assignments due by 5pm
4	W 7/26	Topic 10 - Biodiversity I	W: Biodiversity Activity
4	Th 7/27	Topic 10 - Biodiversity II	TH: Biodiversity Activity
5	M 7/31	Topic 11 - Physical Environment Biosphere	M: Q&A
	Tu 8/1	Quiz 4 Covering Week 4 Lectures & Assignments	Tu: Q&A Week 4 Assignments due by 5pm
5	W 8/2	Topic 12 - Population & Community Ecology	W: Short Activity TBD/Q&A for final
5	Th 8/3	Topic 13 - Ecosystem Ecology, Climate, Conservation	TH: Short Activity TBD/Q&A for final
Final	F 8/4	Quiz 5 Content- Week 5 Lectures & Assignments NOTE: Quiz 5 will be open only from 8:00am – 10:59am PDT	Week 5 Assignments due by 8am. Late work policy will not apply, this is a firm due date.

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