

Course outline for BIOL\*2060  
*Ecology*  
Department of Integrative Biology  
College of Biological Science  
University of Guelph, Fall 2014

**I. General Information**

*Course description:* BIOL\*2060 will introduce you to the basic concepts, theories and evidence about ecological processes that determine the distribution and abundance of organisms. Our approach will include a mix of theory and field and laboratory techniques as presented in lecture and discussed in tutorials. We will also take time during lectures to apply the principles you've been learning to topics related to conservation, resource use, and human impacts on the biosphere. Discussions during lectures and tutorials and written assignments will allow you to practice working with the scientific method. 0.5 credits.

*Prerequisite(s):* 4.00 credits including [BIOL\\*1040](#) or [BIOL\\*1070](#)

*Restriction(s):* [BIOL\\*3110](#), [BIOL\\*3120](#)

Course Instructor                      Prof. Christina Caruso  
   carusoc@uoguelph.ca  
   (519) 824-4120 x 52030, SCIE (also called SSC) 1471  
   Office hours: M 11:30-12:30, W 12:30-1:30 or by  
   appointment

Tutorial Coordinator                      Ms. Joyce Buck  
   [jbuck@uoguelph.ca](mailto:jbuck@uoguelph.ca)  
   (519) 824-4120 x 52743, SCIE 3508

Graduate Teaching Assistants              Carling Bieg ([cbieg@uoguelph.ca](mailto:cbieg@uoguelph.ca))  
   Kathleen McGee ([kmcgee@uoguelph.ca](mailto:kmcgee@uoguelph.ca))  
   Michael Wright ([mwrigh06@uoguelph.ca](mailto:mwrigh06@uoguelph.ca))  
   Fan Zhang ([fzhang02@uoguelph.ca](mailto:fzhang02@uoguelph.ca))

Lectures                                      MWF 10:30–11:20                                      WMEM 001

Tutorials                                      W 11:30-12:20                                      SCIE 2313  
   W 12:30-1:20                                      SCIE 2313  
   W 1:30-2:20                                      SCIE 2313  
   W 2:30-3:20                                      SCIE 2313  
   W 3:30-4:20                                      SCIE 2313  
   Th 12:30-1:20                                      SCIE 2313  
   Th 1:30-2:20                                      SCIE 2313  
   Th 2:30-3:20                                      SCIE 2313  
   Th 3:30-4:20                                      SCIE 2313

Midterm exam

Monday October 20, 10:30-11:20 (in class)

Final exam

Saturday December 6, 11:30-1:30

## **II. Learning outcomes**

By the end of the course the successful student will be able to:

1. Explain patterns observed in nature by applying fundamental ecological theories.
2. Communicate clearly about ecological systems and processes by applying appropriate ecological terminology.
3. Appreciate the historical development of the discipline and the contributions of influential scientists to our understanding of contemporary ecological issues.
4. Begin to formulate solutions to conservation and management issues related to the distribution and abundance of species by applying ecological theory.
5. Navigate spreadsheets, analyze original data, construct appropriate graphs, and interpret results through class discussions, tutorial group work, and independent assignments.
6. Find electronically, read for comprehension, and critically analyze primary scientific papers on a specific ecological topic.
7. Critically evaluate primary ecological literature and interpret case studies in the context of ecological theory.
8. Develop and present a research proposal (including a review of literature, statement of hypothesis and predictions, appropriate research methodology, and anticipated results) on an ecological topic.

## **III. Course Content**

There are five major sections in the course:

SECTION I: WHAT IS ECOLOGY AND HOW DO WE STUDY IT?

SECTION II: EFFECT OF THE ABIOTIC ENVIRONMENT ON THE DISTRIBUTION OF ORGANISMS, including climate, biogeography, and adaptation to environmental extremes

SECTION III: EFFECT OF THE BIOTIC AND ABIOTIC ENVIRONMENT ON THE ABUNDANCE OF ORGANISMS, including demography, life history, and population growth

SECTION IV: EFFECT OF SPECIES INTERACTIONS ON THE DISTRIBUTION AND ABUNDANCE OF ORGANISMS, including competition and predation

SECTION V: COMMUNITIES AND ECOSYSTEMS, including disturbance and succession, food webs, and primary production and energy flow

Our tentative lecture and reading schedule is as follows:

<b>Date</b>	<b>Lecture Topic</b>	<b>Lecture Reading</b>
5-Sept	Introduction to class	None
8-Sept	I. What is ecology and how do we study it? <b>Experimental design and results analysis pre-tests</b>	None
10-Sept	I. What is ecology and how do we study it?	None
12-Sept	II. Effect of the abiotic environment on the distribution of organisms	Climate and biome distributions Section 4 of Biogeography chapter, p. 1-7 Q64-67, 69, 70, 71
15-Sept	II. Effect of the abiotic environment on the distribution of organisms	Physical environment and species distributions Section 1 of Physiological Ecology chapter Q1-16
17-Sept	II. Effect of the abiotic environment on the distribution of organisms	Adaptation and acclimation to the physical environment Section 2 of Physiological Ecology chapter Q17-25
19-Sept	II. Effect of the abiotic environment on the distribution of organisms	Mechanisms of temperature regulation and species distribution Section 3 of Physiological Ecology chapter, p 1-11 Q27-34
22-Sept	Guest lecture on effectively using the library to explore the ecological literature	None
24-Sept	II. Effect of the abiotic environment on the distribution of organisms	Mechanisms of water balance and species distribution Section 3 of Physiological Ecology chapter, p 12-20 Q35-36
26-Sept	Catch-up day	No reading
29-Sept	III. Effect of the biotic and abiotic environment on the abundance of	Introduction to life histories Sections 1 and 2 of Life History chapter Q1, Q6, Q7, Q10-26

	organisms	
1-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Life tables part I-survivorship Section 3 of Life History chapter, p. 1-11 Q27-34
3-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Life tables part II-fecundity Section 3 of Life History chapter, p. 12-18 Q35-40
6-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Applications of life table data to conservation Section 3 of Life History chapter, p. 19-25 Q41-48
8-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Trade-offs and life history evolution Section 4 of Life History chapter, p. 1-11 Q49-57
10-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Density-independent population growth Sections 1 and 2 of Population Growth chapter Q1-22
13-Oct	Thanksgiving-No class	None
15-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Density-dependent population growth Section 3 of Population Growth chapter Q23-40
17-Oct	III. Effect of the biotic and abiotic environment on the abundance of organisms	Metapopulations Section 4 of Population Growth chapter Q42-58
20-Oct	In-class midterm exam	None
22-Oct	IV. Effect of species interactions on the distribution and abundance of organisms	The niche and mechanisms of interspecific competition Section 1 of Competition chapter Q1-12

24-Oct	IV. Effect of species interactions on the distribution and abundance of organisms	Lotka-Volterra model of competition I Section 3 of Competition chapter, p. 1-7 Q33-45
27-Oct	IV. Effect of species interactions on the distribution and abundance of organisms	Lotka-Volterra model of competition II Section 3 of Competition chapter, p. 8-15 Q46-52
29-Oct	IV. Effect of species interactions on the distribution and abundance of organisms	Lotka-Volterra model of competition III Section 3 of Competition chapter, p. 16-26 Q53-65, 67-69
31-Oct	IV. Effect of species interactions on the distribution and abundance of organisms	Lab and field studies of interspecific competition Section 4 of Competition chapter Q70-85
3-Nov	IV. Effect of species interactions on the distribution and abundance of organisms	Introduction to predation Section 1 of Predation, Herbivory, and Parasitism chapter Q1-7
5-Nov	IV. Effect of species interactions on the distribution and abundance of organisms	Lotka-Volterra model of predation I Section 2 of Predation, Herbivory and Parasitism chapter, p. 1-10 Q9-22
7-Nov	IV. Effect of species interactions on the distribution and abundance of organisms	Lotka-Volterra model of predation II Section 3 of Predation, Herbivory, and Parasitism chapter, p. 1-20 Q26-47
10-Nov	IV. Effect of species interactions on the distribution and abundance of organisms	Functional responses and optimal foraging Section 4 of Predation, Herbivory, and Parasitism chapter Q51-57
12-Nov	IV. Effect of species interactions on the distribution and abundance of organisms	Lab and field studies of predation Section 2 of Predation, Herbivory, and Parasitism chapter, p. 11-12 Section 3 of Predation, Herbivory, and Parasitism chapter, p. 21

		NO QUESTIONS
14- Nov	V. Communities and ecosystems	What is a community and how do we quantify community structure? No reading
17- Nov	V. Communities and ecosystems	How do communities change over time? Section 2 of Community Dynamics chapter, p. 1-16 Q1-8
19- Nov	V. Communities and ecosystems	Food chains and top-down vs. bottom-up control Section 3 of Community Dynamics chapter, p. 1-15 Q15-27 Section 4 of Community Dynamics chapter Q33-35
21- Nov	V. Communities and ecosystems	What stabilizes communities? Section 4 of Community Dynamics chapter, p. 1-12 Q36-43
24- Nov	V. Communities and ecosystems <b>Experimental design and results analysis post-test</b>	What is an ecosystem? Nutrient Cycling I Sections 1-2 of Nutrient Cycling chapter Q1-31
26- Nov	V. Communities and ecosystems	Nutrient Cycling II Sections 3-4 of Nutrient Cycling chapter Q31-46
28- Nov	Catch-up day	
6-Dec	Final exam (11:30-1:30)	

### ***General information on lectures***

-The assigned readings should be completed **\*\*PRIOR\*\*** to each lecture. This will allow us to spend our lecture time clarifying, extending, and applying the concepts from the assigned reading.

-For your convenience, drafts of slides will be posted on Courselink prior to lecture. However, please note that these drafts can differ from the final, corrected versions of the slides, which will be posted on Courselink after lecture.

-I will often ask you to confer with your neighbors during lecture. I do this because research shows that students who work with their neighbors to answer questions in class score better on exams than students who do not interact with their peers.

-I allow laptops to be used in lecture. However, you should be aware that research shows that students who use laptops score lower on tests of comprehension of lecture material, as

do students who sit next to a laptop user in lecture. In addition, research shows that students who type notes on their laptop score lower on tests of comprehension than students who take notes by hand.

***Information on pre- and post-tests***

In lecture on September 8<sup>th</sup> and November 24<sup>th</sup>, I will be testing your knowledge of experimental design and results analysis in lecture. **\*\*THESE TESTS WILL NOT BE GRADED.\*\*** Instead, they are designed up help us figure out how we can best help you learn about experimental design and results analysis. As an incentive for participating, we will allow students who complete the pre- and post-tests to drop additional iclicker scores. See **IV. Course Resources**, below, for more information.

Our schedule of tutorials is as follows:

<b>Week</b>	<b>Tutorial Topic</b>
Tutorial 1 (Sept 10-11)	Introduction & Birdfeeder Birds I
Tutorial 2 (Sept 17-18)	Birdfeeder Birds II <b>Field Trip! Dress appropriately!</b>
Tutorial 3 (Sept 24-25)	Reading Scientific Papers
Tutorial 4 (Oct 1-2)	Writing a Literature Review
Tutorial 5 (Oct 8-9)	Observations to Hypotheses, Predictions, and Experimental Design
Tutorial 6 (Oct 15-16)	Population Cycles I
Tutorial 7 (Oct 22-23)	Population Cycles II
Tutorial 8 (Oct 29-30)	Research Proposals I
Tutorial 9 (Nov 5-6)	Research Proposals help session (optional)
Tutorial 10 (Nov 12-13)	Research Proposals help session (optional)

Each student will be assigned to a tutorial group with three other students and will remain with that group for the semester. There will be eight tutorials during the semester, and you are expected to attend them all. Each tutorial will include some or all of the following activities: i) advance preparation on an individual basis, ii) a small group discussion to answer a series of questions on a worksheet, with TA assistance, and iii) submission of the completed worksheet(s).

Materials for each tutorial session will be available in the Tutorial Manual. Be sure to complete any assigned activities in advance of the tutorial so that you are prepared and ready to contribute to your group!

**IV. Course Resources**

**SimUText Ecology Electronic ‘Textbook’ Software**

We will be using interactive software called SimUText Ecology for BIOL\*2060. This software is **required**, but is much less expensive than a traditional textbook, and is yours

to keep for life. SimUText Ecology must be purchased with a credit card and can be downloaded onto your computer. It utilizes text, videos, and interactive simulations to allow you to practice working with concepts we discuss in lecture. Sections of eight SimUText Ecology chapters are assigned:

- SECTION II: **Biogeography**  
**Physiological Ecology**
- SECTION III: **Life History**  
**Population Growth**
- SECTION IV: **Competition**  
**Predation, Herbivory and Parasitism**
- SECTION V: **Community Dynamics**  
**Nutrient Cycling**

**\*\*\*You will receive an email with instructions for purchasing SimUText. The instructions will also be posted on the Biol 2060 Courselink site.\*\*\***

At the end of each SimUText section, you will have the option to submit your responses to questions. **The answers to these questions will be released to provide you with feedback on your comprehension of course material, but they will not be used to calculate your grade for the course.**

### **i>clickers**

To facilitate interactions and discussions in lecture, we will be using **i >clickers** . Marks will be assigned for participation, and they will be uploaded to the course website on a weekly basis so that you can monitor your progress through the semester (see **V. Methods of assessment**, below, for more details).

We will practice clicker questions in Lecture 2 on Monday, September 8, Lecture 3 on Wednesday, September 10, and Lecture 4 on Friday, September 12. We will begin the graded clicker questions in Lecture 5 on Monday, September 15. The 3 lowest clicker scores will be dropped at the end of the semester so that you won't be penalized for missing occasional lectures due to illness or for forgetting to bring your clicker to class. Students who complete the experimental design and results analysis pre- and post-tests will be allowed to drop their 6 lowest clicker scores.

If you have not purchased an **i >clicker** for a previous course, they are available from the University of Guelph Bookstore. The Bookstore stocks the **i >clicker2** but you will be able to use the **i>clicker1** if you already own one.

It is your responsibility to ensure that your clicker is registered and functional. To register, go to this link: <http://www.uoguelph.ca/tss/lhci/clickers/index.cfm>. On the right hand side of the screen, under the Resources heading, click on the Student i>clicker Registration link. Log in and follow the instructions.



## Tutorial Manual

The BIOL\*2060 Tutorial Manual (white cover/Forest) is required for the course and will be available for sale for \$15.00. Dates and times that they will be sold will be posted on the course website and in the Science Complex. Please bring your Tutorial Manual with you to every tutorial.

## Spreadsheet and Word Processing Software

The assignments will involve handling and analyzing data, as well as writing reports. You will need access to spreadsheet and word processing software that is compatible with Microsoft Word and Excel. These programs are available to download for free from the Computing and Communication Services (CCS) website. They are also installed on the laptops available at the University of Guelph Library and on the desktops in the CBS computer laboratories.

## V. Methods of assessment

<b>Assessment</b>		<b>Due Date</b>
Tutorial Worksheets	8%	Weekly (Learning outcomes #5, 6, 7)
Assignment 1	5%	September 25 (Learning outcome #5)
Assignment 2	12%	October 16 (Learning outcomes #6, 7)
Midterm Exam	20%	October 20 (Learning outcomes #1, 2, 3, 4, 5, 7)
Assignment 3	5%	October 30 (Learning outcome #5)
Assignment 4	15%	November 13 (Learning outcomes #1, 2, 6, 7, 8)
i>clicker Questions	5%	All semester beginning Monday, September 15 (Learning outcomes #1, 2, 3, 4, 5, 7)
Final Exam	30%	December 6 (Learning outcomes #1, 2, 3, 4, 5, 7)

## Tutorial Worksheets

Weekly tutorials will take you step by step through the skills needed to complete the four assignments.

Note that you must sign the Tutorial Worksheet and the Attendance List each week in order to receive credit for your work. Tutorial Worksheets 1, 2, 3, 5, 6, and 7 will be graded out of 1%, and all members in your group will get the same grade. Tutorial Worksheets 4 and 8 will be completed on an individual basis in advance of the tutorial, and they will be discussed and submitted by each group (worth 1%). If you didn't complete your individual Tutorial Worksheet then you won't get credit for the work that you did with your group that week. Questions about tutorial grades must be emailed to Joyce Buck within one week of the return of the Tutorial Worksheet.

## **Assignments**

Assignments 1 and 3 will focus on summarizing and presenting data in graphs using Excel, and describing your results. Assignments 2 and 4 will allow you to explore how science is done, including searching for primary research journal articles using online databases, summarizing and critically evaluating journal articles in a literature review, and writing a research proposal.

## **i>clicker Questions**

i>clicker questions will be used in each lecture to test your comprehension of the assigned readings, stimulate participation in class discussions, and enhance your understanding of course content.

## **Midterm and Final Exams**

The midterm and final exams will include a selection of multiple choice and short answer questions based on all material presented and discussed in lectures, tutorials, assignments, and the assigned portions of the SimUText Ecology chapters. The emphasis of these questions is on comprehension and application of knowledge, not regurgitation of memorized facts. Students are advised to discipline themselves to stay on top of the course material so as to be best prepared for the exams. The questions discussed in lecture will be similar to the kinds of questions that will appear on exams.

## **VI. Course Policies**

### **Academic Consideration**

If you are unable to complete any of the Writing Assignments by the deadline for documented medical, psychological, or compassionate reasons, please contact Joyce Buck in advance of the deadline to make arrangements for a short extension.

If you are sick or otherwise unable to attend a tutorial for a valid medical, psychological or compassionate reason, please contact Joyce Buck by email in advance. You may be able to attend a different tutorial section that week or complete the work on an individual basis. If so, be sure to add your regular tutorial day and time beside your name on the Tutorial Worksheet and Attendance List so that you can get credit for your work.

If you are absent for the midterm exam for documented medical, psychological, or compassionate reasons, you should contact your program counsellor within five working days of the missed exam and seek academic consideration. Students who miss the midterm exam for documented reasons will have the final exam weighted as 50% of the final course grade.

See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

## **Academic Integrity**

You are encouraged to discuss the course with your peers, but all work for the four Writing Assignments MUST be your own.

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208, email [csd@uoguelph.ca](mailto:csd@uoguelph.ca), or see the website:

<http://www.csd.uoguelph.ca/csd/>

## **Asking Questions in the Online Discussions**

If you have any questions about the course you should post them in one of the discussions on the Courselink website. Prof. Caruso will answer questions about lectures in the Main

Class Discussion, and Joyce Buck will answer questions about tutorials and writing assignments in the Tutorials and Assignments Discussion. Questions of a personal nature (e.g. illness) should be emailed to the appropriate person, i.e. Prof. Caruso regarding lectures and exams, and Joyce Buck regarding tutorials and assignments.

### **Assignment of Grades**

Assignments will be marked on the basis of the criteria outlined in the Undergraduate Calendar. Clarification about the assignment of grades can be found under Grading Procedures at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

### **Copies of Writing Assignments**

Keep paper and/or other reliable back-up copies of all your Writing Assignments, as you may be asked to resubmit work at any time.

### **Course Evaluation Information**

CCS now provides the U of G Course Evaluation System in a secure, online environment. End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions form part of the information used by Promotion and Tenure Committees in evaluating the faculty member's contributions in the area of teaching.

Course evaluations are now conducted through this web site. Login with your central email account login ID and password:

[https://courseeval.uoguelph.ca/CEVAL\\_LOGIN.php](https://courseeval.uoguelph.ca/CEVAL_LOGIN.php)

Instructors do NOT receive evaluations until the end of exam period. Furthermore, evaluations are anonymous, unless you specifically indicate you want to acknowledge your comments

### **Drop Date**

The last date to drop one-semester courses, without academic penalty, for Fall 2014 is October 31, 2014. For regulations and procedures for dropping courses, see the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **E-mail Communication**

As per university regulations, all students are required to check their <username@mail.uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students.

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures and tutorials—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Re-grading of Assignments**

If you wish to have an assignment re-graded, then you should email Joyce Buck. In order for a re-grading request to be considered, provide a justification for why the grade should be changed based on the assessment criteria found in the grading rubric. All requests for re-grading MUST be made within one week of the return of the assignment. Be aware that the entire document will be re-graded, which could result in an increase, decrease, or no change to your mark.

### **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/index.cfm?index>.

### **Student Responsibilities**

You should plan on spending a minimum of ten hours per week working on this course, in addition to time spent in lectures and tutorials. This time includes reading the required sections of the electronic textbook, reviewing and/or rewriting lecture notes, preparing questions on any material with which you need help, preparing for the tutorials, and working on your writing assignments. The Instructor, Tutorial Coordinator, and TAs will offer as much assistance as possible. However, remember that this is your learning experience, and you will get as much out of this class as you put into it.

### **Submission of Assignments and Late Policies**

Weekly Tutorial Worksheets must be submitted before the end of each tutorial period to the TA. Late submissions will NOT be accepted.

The four Writing Assignments should be saved in Word (.doc file format compatibility mode) and submitted electronically in the correct folder on the Dropbox page in D2L by 11:45 pm on the due date. There will be a 14-minute grace period to take into consideration any delays due to occasional slowdowns experienced by the system

accepting the submissions. Late submissions will be accepted for up to 24 hours after the assignment deadline with a 10% late penalty. If you encounter technical problems when submitting your writing assignments, please email the assignment to Joyce Buck in advance of the deadline to avoid late penalties.

Please be sure to follow the guidelines in the Submission of Assignments Checklist in order to avoid common problems that could cost you marks.

### **Submission of Assignments Checklist**

- Have I got a back-up copy of my assignment on a USB key?
- Is my work complete? Have all required elements been included?
- Have I used the appropriate Submission Form? (No cover page is required.)
- Have I saved my file in Word (.doc file format compatibility mode)?
- Have I named my file with my surname, given name, and assignment number, e.g. "Buck Joyce Assignment 1.doc"?
- Have I submitted my file in the correct folder on the Dropbox page?
- Have I submitted the correct file? **Hint:** You can download the file after it has been submitted to double-check for empty files, incomplete files, or incorrect files.
- Have I submitted it well in advance of the 11:45 pm deadline to avoid late penalties? **Hint:** If you are still working on the assignment close to the deadline, you should submit one copy before 11:15 pm and then re-submit closer to the deadline. We will grade the version that is submitted closest to the deadline.
- Have I received a Dropbox Submission Receipt by email? **Note:** You should retain this email in case it is needed to verify that your submission was received. If you don't get a Submission Receipt then your submission has not been successful and you should try again.
- Have I checked my email the day following an assignment due date? **Note:** If we haven't received your submission on the day that your assignment is due, we will send you a "Courtesy Notice" to your U of Guelph email address the next day asking you to submit it by 11:45 pm that night for a 10% late penalty.

### **VII. Campus Resources**

If you are concerned about any aspect of your academic program:

- make an appointment with a program counsellor in your degree program.  
<http://www.bsc.uoguelph.ca/index.shtml> or  
<https://www.uoguelph.ca/uaic/programcounsellors>

If you are struggling to succeed academically:

- There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a learning specialist. <http://www.learningcommons.uoguelph.ca/>

If you are struggling with personal or health issues:

- Counselling services offers individualized appointments to help students work through personal struggles that may be impacting their academic performance. <https://www.uoguelph.ca/counselling/>
- Student Health Services is located on campus and is available to provide medical attention. <https://www.uoguelph.ca/studenthealthservices/clinic>
- For support related to stress and anxiety, besides Health Services and Counselling Services, Kathy Somers runs training workshops and one-on-one sessions related to stress management and high performance situations. <http://www.uoguelph.ca/~ksomers/>

If you have a documented disability or think you may have a disability:

- The Centre for Students with Disabilities (CSD) can provide services and support for students with a documented learning or physical disability. They can also provide information about how to be tested for a learning disability. For more information, including how to register with the centre please see: <https://www.uoguelph.ca/csd/>

## **VII. Additional Course Information**

We expect you to

- take responsibility for your own learning
- prepare for and attend class and tutorials regularly
- participate enthusiastically in class activities and tutorials
- set high standards for your performance in the course
- treat others in the course respectfully
- turn in work on time
- stay informed about course information distributed online
- maintain academic integrity

You can expect us to

- help you become a better learner
- create interesting and challenging ways for you to learn about ecology
- set high standards for the class
- treat you with fairness and respect
- promptly respond to your questions and concerns about the course
- take an interest in your development as a biologist
- be excited and knowledgeable about the course material
- grade and hand back your work promptly