



## **BIOL\*1020 Introduction to Biology**

Fall 2020

Section(s): C01

Department of Molecular and Cellular Biology

Credit Weight: 0.50

Version 1.00 - September 08, 2020

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### **1 Course Details**

#### **1.1 Calendar Description**

This course will introduce concepts concerning the organization of life, from molecules to cells to ecosystems and discuss how they relate to day-to-day life. The dynamic and interactive nature of all living systems will be emphasized. The weekly tutorial will introduce students to the application of biology to daily life and emphasize critical thinking skills. This course will be valuable for students without Grade 12 or 4U Biology who are interested in environmental issues, medicine, agriculture, biodiversity and related topics.

**Restrictions:** BIOL\*1050, BIOL\*1070, BIOL\*1080, BIOL\*1090

#### **1.2 Course Description**

This course is offered jointly by the Departments of Molecular and Cellular Biology (MCB) and Integrative Biology (IB), both housed within the College of Biological Science.

#### **1.3 Timetable**

**Classes:** We have reserved class time on Monday, Wednesday and Friday 9:30-10:20, however lectures will be delivered online asynchronously and can be viewed at any time.

**Labs:** Once per week on Wednesday 10:30-12:30 (section 1), Wednesday 2:30-4:20 (section 2) or Thursday 2:30 – 4:20 (section 3)

#### **1.4 Final Exam**

There is no final exam for BIOL\*1020 for the F20 semester. Please see "Assessment" for details on how you will be evaluated.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	John Vessey
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<b>Course Co-ordinator:</b>	Charlotte De Araujo
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## 3 Learning Resources

### 3.1 Required Resources

**Biology: Science for Life (with Physiology) (Textbook)**

Biology. Science for Life (with Physiology). 6th ed. © 2018. Belk and Borden-Maier.

Note that a soft copy OR an e-book are OK.

Two copies are on reserve at the McLaughlin Library.

**No Expiry eBook**

[https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=247&Course=+No+Expiry+eBook&frame=YES&t=permalink](https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=247&Course=+No+Expiry+eBook&frame=YES&t=permalink)

**180 day eBook Access**

[https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=247&Course=+180+Day+eBook&frame=YES&t=permalink](https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=247&Course=+180+Day+eBook&frame=YES&t=permalink)

Students still have the option to purchase physical Textbook options as well that can be ordered through our University Bookstore website <https://bookstore.uoguelph.ca/> .

**Courselink (Website)**

<https://courselink.uoguelph.ca>

This course will make use of the University of Guelph's course website on D2L (via Courselink). Consequently, you are responsible for all information posted on the Courselink page for BIOL\*1020. Please check it regularly.

**Undergraduate Calendar (Website)**

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations, which apply to undergraduate programs.

## 3.2 Additional Resources

**Campus Resources (Other)**

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

Make an appointment with a program counsellor in your degree program. B.Sc. Academic Advising or Program Counsellors

**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. The Learning Commons

**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.

Student Health Services is located on campus and is available to provide medical attention.

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Describe the difference between anecdotal and scientific based information.
2. Apply critical thinking skills to current environmental and medical issues in the news.
- 3.

Identify the various building blocks that make up living cells. 4. Explain the process of evolution by natural selection. 5. Understand energy flow with respect to life on Earth. 6. Understand the interconnectedness of all organisms on Earth. 7. Describe how life is organized in different forms: bacteria, fungi, protists, plants and animals.

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## 5 Teaching and Learning Activities

### Course Structure

#### Lectures

Lectures will focus on fundamental concepts of biology and discussions of biology in the news. Possible quiz questions will be reviewed in class. Students are expected to view all lectures.

#### Labs

You are expected to participate in all laboratories. They are an important part of the course in which the basic biological concepts and science literacy taught in the lectures are integrated. You will be engaged in discussions of how biology and science, in general, are presented in the media. You can also be quizzed on material from the labs.

### 5.1 Lecture

**Topics:** September 11, 2020: Introduction to the class.

Topic1: Biology is a science

Biology in the News: Evaluating cures for the common cold

Readings (Textbook): Chap. 1. Can science cure the common cold?

Topic2 : Water, biochemistry and cells

Biology in the News: Can dead humans come back as zombies?

Readings (Textbook): Chap. 2. Science fiction, bad science, pseudoscience

Topic 3: Nutrients and membrane transport

Biology in the News: Do sports drinks enhance athletic performance?

Readings (Textbook): Chap. 3. Is it possible to supplement your way to better performance and health?

Topic 4: Enzymes, metabolism and cellular respiration

Biology in the News: Are overweight people less healthy than thin people?

Readings (Textbook): Chap. 4. Body weight and health

Topic 5: Photosynthesis and climate change

Biology in the News: Will there be polar bears in 2100?

Readings (Textbook): Chap. 5. Life in the greenhouse

Topic6 : DNA synthesis, cell cycle

Biology in the News: What is a genome screen?

Readings (Textbook): Chap. 6. Cancer

Topic7 : Meiosis

Biology in the News: Why are siblings not identical?

Readings (Textbook): Chap. 7. Fertility

Topic 8: Mendelian genetics

Biology in the News: Are you the product of your genes?

Readings (Textbook): Chap. 8. Does testing save lives

Topic 9: Complex genetic traits, heritability, and  
DNA profiling

Biology in the News: What are your chances of inheriting a  
family trait?

Readings (Textbook): Chap. 9. Biology of  
wrongful convictions

Topic 10: Gene expression, mutation, stem cells and cloning

Biology in the News: GMOs yes or no?

Readings (Textbook): Chap. 10. Genetically modified organisms

Topic 11: The evidence for evolution

Biology in the News: Why are some people skeptical about evolution?

Readings (Textbook): Chap. 11. Where did we come from?

Topic 12: Natural selection

Biology in the News: Antibiotics – take them all or ditch them if you feel well?

Readings (Textbook): Chap. 12. An evolving enemy

Topic 13. Biodiversity and classification

Biology in the News: Are humans more “evolved”?

Readings (Textbook): Chap. 13. Understanding Race

Chap. 14. The greatest species on Earth?

#### Topic 14. Animal and plant tissues

Biology in the News: Trafficking in kidneys – good or bad?

Does agriculture cause environmental damage?

Readings (Textbook): Chap. 18. Organ donation

Chap. 25. Feeding the World

#### Topic 15. Population ecology

Biology in the News: Are we headed for a global famine?

Readings (Textbook): Chap. 15. Is the human population too large?

#### Topic 15. Community and ecosystem ecology

Biology in the News: Would you care if mosquitoes went extinct?

Readings (Textbook): Chap. 16. Conserving biodiversity

## 5.2 Lab



**Topics:**

The laboratories will start the second full week of classes (the week of September 21, 2020) and will be offered in a remote format. You are expected to participate in all laboratories- a combination of online group discussions, readings, and 'hands on' activities. For example, you will be sent a package in the mail that includes materials for you to grow your own plants at home. The labs cover basic biological principals, science literacy and critical thinking exercises.

Section 01: Wednesdays 10:30 – 12:20

Section 02: Wednesdays 2:30 – 4:20

Section 03: Thursdays 2:30 – 4:20

Lab 1: Does chocolate cause weight loss?

Lab 2: Why do people drink bottled water?

Lab 3: Evaluating claims in your kitchen

Lab 4: Is a gluten-free diet good for you?

Lab 5: Feeding the Planet Part I

Lab 6: Antibiotic Resistant Bacteria

Lab 7: Biodiversity

Lab 8: Feeding the Planet Part 2

## 6 Assessments

Assessment will consist of laboratories and quizzes.

Each laboratory, eight total, will be worth 5% of your overall grade:  $8 \times 5\% = 40\%$

Each quiz, six total, will be worth 10% of your overall grade:  $6 \times 10\% = 60\%$

The course is taught by two instructors, Dr. John Vessey and Dr. Muhammad Zaman, with each instructor teaching roughly 50% of the class. Each instructor will be responsible for 4 laboratories and 3 quizzes.

The quizzes will be administered via CourseLink and may consist of both multiple choice questions as well as short answer. We will **not** utilize any browser monitoring software, so the quizzes can be considered open-book. Quizzes must be completed independently by each student. Specific details regarding the quizzes will be provided closer to their date/time.

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## 7 Course Statements

### 7.1 Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;

- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.

## 7.2 How do I find the answer?

Your instructors want you to enjoy the course material. Please ask questions on the CourseLink discussion forums or in the Virtual Office Hours sessions that will occur throughout the semester.

# 8 Department of Molecular and Cellular Biology Statements

## 8.1 Academic Advisors

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

- Make an appointment with a program counsellor in your degree program. [B.Sc. Academic Advising](#) or [Program Counsellors](#)

## 8.2 Academic Support

If you are struggling to succeed academically:

- Learning Commons: 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/>
- Science Commons: Located in the library, the Science Commons provides support for physics, mathematic/statistics, and chemistry. Details on their hours of operations can be found at: <http://www.lib.uoguelph.ca/get-assistance/studying/chemistry-physics-help> and <http://www.lib.uoguelph.ca/get-assistance/studying/math-stats-help>

## 8.3 Wellness

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.selfregulationskills.ca/>

## 8.4 Personal information

Personal information is collected under the authority of the University of Guelph Act (1964), and in accordance with Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) <http://www.e-laws.gov.on.ca/index.html>. This information is used by University officials in order to carry out their authorized academic and administrative responsibilities and also to establish a relationship for alumni and development purposes.

For more information regarding the Collection, Use and Disclosure of Personal Information policies please see the Undergraduate Calendar.  
(<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/intro/index.shtml>)

## 9 University Statements

### 9.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 9.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions  
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 9.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

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

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 9.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### 9.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

### 9.6 Academic Integrity

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 encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: 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.

Undergraduate Calendar - Academic Misconduct

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

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 9.7 Recording of Materials

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

## 9.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## 9.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 9.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or

winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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