



BIOL*2400 Evolution - DRAFT

Winter 2022

Section(s): 01

Department of Integrative Biology

Credit Weight: 0.50

Version 3.00 - January 10, 2022

1 Course Details

1.1 Calendar Description

This course provides a broad overview of evolutionary biology. It examines the concepts and mechanisms that explain evolutionary change and the evolution of biological diversity at different levels of biological organization (gene to ecosystem) and across space and time. It also introduces historical forms of scientific inquiry, unique to biology. The course is designed to be of interest to students with general interests in science and in research in all areas of biology.

Pre-Requisites: BIOL*1070, BIOL*1090

1.2 Course Description

In Winter 2022, at least the first two weeks of classes (including both lecture and tutorial components) will be delivered in a remote format. Beginning on the date announced by the University of Guelph Administration (which is currently January 24th) in-person and on campus activities will be allowed to resume, pending approval from Public Health. The university administration stated on January 5, 2022: "Given the rapid pace of changes caused by the Omicron variant, plans for winter 2022 course delivery may be adjusted. Please watch your uoguelph.ca inbox for updates".

This semester, BIOL*2400 will have lectures delivered in a hybrid format. Lectures will be delivered on Mondays, Wednesdays, and Fridays. Throughout the semester, Monday lectures, will be delivered in a synchronous remote format (AD-S), with students participating in workshop style activities in breakout groups matching their tutorial groups. Wednesday and Friday lectures will initially be delivered in a synchronous remote format, but will be switched over to in-person format in ALEX 100 (location subject to change) once the campus reopens for in-person learning.

Tutorials will initially be delivered in a synchronous remote format, but will be switched over to in-person format in SSC 2304 (location subject to change) once the campus reopens for in-person learning. Students in tutorials will be randomly-assigned to a tutorial group that they will work with for the entire semester. Tutorial groups will complete group and individual assignments under the guidance of their teaching assistants (TAs).

Course delivery format will be subject to change based on Public Health guidelines and university policy.

1.3 Timetable

Lectures: Most of the course content will be delivered on-campus lectures on Wednesdays and Friday and via assigned readings from the required textbook. Monday lectures will be remote synchronous "workshops" and will include breakout groups that match your tutorial group.

Tutorial sessions: You will be scheduled into a Friday tutorial section. These will be held in an in-person format on campus, with the exception of the first two tutorials, which will be delivered in a synchronous remote format. Attendance is required, if you are ill and unable to come to campus, please reach out to Emily Martin.

1.4 Final Exam

Final exam will take place on-campus during the regular examination period. Final exam time and location are subject to change. Exam format may change depending on public health directives. Please see WebAdvisor for the latest information from the registrar's office.

2 Instructional Support

2.1 Instructional Support Team

Instructor: Elizabeth Boulding
Email: boulding@uoguelph.ca

Telephone: +1-519-824-4120 x54961
Office: SSC 1464
Office Hours: Friday 4:30-5:20 PM or by appointment

Course Co-ordinator: Emily Martin
Email: emilym@uoguelph.ca
Telephone: +1-519-824-4120 x56896
Office: SSC 3508
Office Hours: Friday 9:30-10:20 or by appointment

2.2 Teaching Assistants

Teaching Assistant (GTA): Simone Boivin
Email: sboivin@uoguelph.ca

Teaching Assistant (GTA): Matthew Orton
Email: morton01@uoguelph.ca

3 Learning Resources

3.1 Required Resources

Lecture (Readings)

The purpose of lectures are to motivate your interest and curiosity in the topic of evolution while supporting you in your learning of fundamental topics, concepts, facts, and methods in evolutionary biology. You will be expected to supplement lecture material through assigned readings from the required course textbook that are listed under "Activities" on this Course Outline. Readings on the lecture topic should be completed prior to lecture.

Courselink (Website)

<https://courselink.uoguelph.ca>

Most Powerpoint slides from lecture and other course materials will be posted here. (Note that these are only the Powerpoint slides that illustrate the lectures. To be successful on the exams, you will need to take your own notes as you will be tested on what the lecturer says in class). The CourseLink site will be used: for instructions and hints on the Term Assignment, to ask the Professor about course material, to ask the Course Coordinator about logistics, to communicate with the class on class Discussion forums about new discoveries in Evolutionary Biology and to communicate with the other students in your tutorial group in your private group Discussion topic.

Tutorial Assignments, Worksheets, and Discussions (Other)

The purpose of the tutorials is to engage your participation in solving evolutionary problems with your colleagues. Teaching assistants will support your completion of group assignments and your individual critique assignment. They will assist you in developing study skills and help improve your scientific writing. You may find that discussion of course concepts outside of tutorial with your group members enhances your learning and overall experience in BIOL*2400. Tutorial Material will be covered on the Midterm and Final examinations

iClicker Cloud Sign in (or create a new account for your U Guelph email) (Software)

<https://join.iclicker.com/4577W>

To facilitate discussion and to enhance your learning during remote and in-person lectures, we will be using educational software called iClicker Cloud which allows for students to participate using mobile devices and laptops by default. In my lectures students are encouraged to discuss and collaborate with group members or neighbouring students prior to submitting their individual answers to my iClicker Cloud questions.

The software allows you to answer questions and engage in discussion using your smartphone, tablet or laptop.

You must first Sign in or create a new account that uses your U Guelph email) following the instructions at the URL above specifically for this class (Course: BIOL2400 Evolution). Do not create a new account if you already have one as you can change your previous email to your University of Guelph email. This App will cost you \$20 for a six month subscription that can be used for all of your U Guelph courses that use iClicker cloud.

IMPORTANT: Please be certain to use your University of Guelph email and your University of Guelph students number so that your iClicker grades can be uploaded to CourseLink. We will practice using iClicker Cloud in class on January 10 -14 before the graded questions/participation exercises begin on January 17th.

Detailed instructions for first time i-Clicker Cloud users on mobile devices:

Participating in my iClicker sessions be counted towards your final grade.

Attendance/polls/quizzes/assignments will be worth **4%** of your final grade. You will earn 5 participation points per lecture with iClicker questions if you attempt to answer all but one question even if your answers are not correct. You will earn a maximum of an additional 5 points for correctly answering all iClicker questions asked during a particular lecture. Your final iClicker percentage grade will be calculated as (points earned)/(10 possible points for that lecture) x 100.

You are required to participate with the iClicker student app on a smartphone, tablet or laptop. It is your responsibility to follow the steps below to properly register your iClicker account in a timely fashion. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention within the first week of class.

In order to participate in my iClicker activities and ensure that your grades are properly reflected in the gradebook, follow the steps below:

1. Go to <https://join.iclicker.com/4577W>
2. Sign in if you already have an iClicker account, or create a new account.
 - **If you already have an account:** DO NOT create a new one. You can only receive credit from one account.
 - **If you are creating a new account:** Make sure you enter your name and email exactly as they appear in Courselink. Add your **Courselink** login in the “Student ID” field.

1. **You should be dropped directly into this course, BIOL2400 Evolution.**

- If you don't see this course in your account, use the + sign to search for my course:
 - ⌘ In the “Find Your Institution” field, enter **University of Guelph**.
 - ⌘ In the “Find Your Course” field, enter BIOL2400.
 - ⌘ Select “Add This Course” and it will be added to the main Courses screen of your iClicker account.

1. **Purchase an iClicker student app subscription to participate in class (\$20 for 6 months).**

- Upon signing up with iClicker (for the first time), you will have a two-week free-trial period for using the app to participate in class activities. **Before the free trial ends**, you need to purchase an iClicker subscription to continue participating in class with iClicker on your mobile device, tablet, or laptop. iClicker will let you know when your free trial is ending. If your free trial ends without completing this step, you will be unable to participate in class activities until you purchase a subscription.

1. **Set up the device(s) you'll use to participate in our virtual classes.**

- You can download the iClicker student mobile app via the App Store or Google Play, or you can use the iClicker web app by signing in as a student at iclicker.com.
- If you have multiple devices, iClicker recommends accessing our virtual class using your computer and participating in the iClicker questions using your mobile device.
- If you only have one device, you can open up a new tab in your web browser for iClicker, or switch back and forth between our virtual class and the iClicker student mobile app.

1. **Now the fun part! Participate in my iClicker class activities.**

- [Assignments - synchronous or asynchronous]: Visit the **Assignments** section of iClicker to work through the multiple-question activities I assign at your own pace. You can exit and return to the Assignment and change your responses as many times as you'd like up until the due date. Once the due date has passed, you will be able to review your performance.
- [Synchronous class activities]: When it's time for class, make sure you have selected my course from the main screen of your iClicker account.
 - When I start a class session in iClicker, select the **Join** button that appears on your screen, then answer each question I ask in iClicker.
 - For short answer, numeric, and target questions, make sure you select **Send**.

1. **Keep track of your attendance, review your work, and study after class in iClicker.**

- You can review your attendance record in iClicker, making it easy for you to manage your course attendance.
- You can review your grades, performance, and participation in iClicker.
- You can bookmark the questions I asked during class to turn them into

flashcards or practice tests in the Study Tools section of iClicker.

Need help with iClicker?

- If you are having issues connecting to the iClicker student app, check out these iClicker connectivity tips.
- If you are having issues seeing your iClicker points, check out this troubleshooting guide.
- Find answers to other questions and contact the iClicker Tech Support Team by visiting iclicker.com/support at any time.

Zoom (Software)

Remote synchronous lectures will be delivered via Zoom. Links to lecture Zoom sessions will be posted on CourseLink.

Microsoft Teams (Software)

Tutorials #1 and #2 will be delivered in a remote synchronous format via Microsoft Teams, available to all students through their University of Guelph Office 365 account.

3.2 Recommended Resources

Readings (Textbook)

<https://carlzimmer.com/books/evolution-making-sense-of-life/>

Textbook and primary literature readings are assigned. The textbook for the course is Evolution: Making Sense of Life (3rd edition) by C. Zimmer and D. Emlen (ISBN: 9781319079864) and is on reserve in the main library or available for purchase at the University and Coop bookstores. Major concepts from the required readings from the textbook will be tested on the midterm and final exams. You may choose to use an earlier edition of this textbook.

3.3 Campus Resources

The Academic Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<https://www.uoguelph.ca/registrar/calendars/undergraduate>

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, the Writing Centre, 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 Student Accessibility Services (SAS) 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/sas/>
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4 Learning Outcomes

4.1 Learning Outcomes

By the end of the course students will understand the major theories and hypotheses that have been proposed to explain the generation of biodiversity at all levels of biological organization and methods that can be used to test them. This will include:

1. Conceptual Skill - Differentiate Darwin's original theory from evolutionary theory after the "Modern Synthesis".
2. Conceptual Skill - Accurately define and describe terms and concepts such as evolution, adaptation and fitness.
3. Conceptual Skill - Explain simple methods of phylogenetic tree estimation and interpretation.
4. Conceptual Skill - Explain basic mechanisms of evolutionary change at the genetic, molecular and phenotypic levels.
5. Conceptual Skill - Identify, differentiate, analyze and give examples of processes such as sexual selection, life-history evolution, and co-evolution.
6. Conceptual Skill - Identify species concepts and explain common mechanisms of speciation.
7. Conceptual Skill - Understand the geological time scale and be able to identify periods of mass extinction and periods of adaptive radiations.
8. Inquiry Skill - Estimate a phylogenetic tree using the cladistic approach and apply the comparative method to explain character evolution.
9. Inquiry Skill - Elementary practice with interpretation of simple population genetic and quantitative genetic models in the context of hypothesis testing.
10. Basic Skill - Comprehend and summarize scientific material on Evolution.
11. Basic Skill - Acquisition, filtering, and synthesis of scientific concepts, facts and methods.
12. Basic Skill - Applied numeracy.
13. Basic Skill - Communicate scientific ideas about evolution.

5 Teaching and Learning Activities

5.1 Lecture

Week 1

Topics: **Review of key Evolutionary concepts. Brief history of the Darwin's original Theory of Evolution. The Modern Synthesis of the Theory of Evolution.**

Assigned Readings:

Ch. 1: The Virus and the Whale: How Scientists Study Evolution (pages 2-15, 22-24)

Ch. 2: Biology: From Natural Philosophy to Darwin (pages 39-48 including Box 2.2.)

Ch. 5: Box 5.2 only, pages 149-150 (Mendel) Genetics in the Garden

Suggested Readings:

Pages 16-22, 28-38

Week 2

Topics: **Estimation of Phylogenies: Who Gave you AIDS: Your Lover or Your Dentist?**

Assigned Readings:

Ch. 4: The Tree of Life: How Biologists Use Phylogeny to Reconstruct the Deep Past (pages 92-125 EXCEPT for Box 4.1 which contain material that will be covered in upper level Evolution courses).

Suggested Readings:

Chapter 9: Molecular Phylogeny Methodology (pages 274-284)

Week 3

Topics: Population Genetics: Drift, Migration and Selection

Assigned Readings:

Ch. 5: Raw Material: Heritable Variation among Individuals (Mutation) (pages 145-152)

Ch. 6: The Ways of Change: Drift and Selection (pages 158-177, 184-186, 187- 192 including Boxes 6.2-6.4 but NOT Boxes 6.1, 6.5-6.7)

Week 4

Topics: Quantitative Genetics

Assigned Readings:

Ch. 7: Beyond Alleles: Quantitative Genetics and the Evolution of Phenotypes (pages 202-216, but NOT Boxes 7.1-7.2)

Ch. 8: Natural Selection: Empirical Studies in the Wild (pages 230-240)

Week 5

Topics: Evolution of Sex, Sexual Selection

Assigned Readings:

Ch. 11: Sexual selection (pages 352- 365, 353-381)

Week 6

**Topics: Geographical Speciation and Sympatric Speciation:
Going your Own Way versus Quantum Leaps**

Assigned Readings:

Ch. 13: The Origin of Species (pages 412- 449 EXCEPT Box 13.1)

Week 7

Topics: **Hopeful Monsters: Development and evolution: Ontogeny recapitulates phylogeny? Heterochrony, and Hox genes**

Assigned Readings:

Ch. 10: Adaptation from Genes to Traits (pages 302-7: Cascades of Genes)

Week 8

Topics: **Evolution of biodiversity: The Cambrian explosion, the extinction of the dinosaurs and the rise of the mammals**

Assigned Readings:

Ch. 3: What the Rocks Say: How Geology and Paleontology Reveal the History of Life (pages 50-68, 76-91)

Week 9

Topics: **The Day the Dinosaurs Died: Would humans have evolved without meteorites and Mass Extinctions?**

Assigned Readings:

Ch. 14: Macroevolution: The Long Run (pages 465-469); Adaptive radiations (pages 478-480); K-T boundary in Big Five Mass Extinctions

Week 10

Topics: **Human Evolutionary Divergence from Other Primates**

Assigned Readings:

Ch. 17: Human Evolution: A New Kind of Ape (including pages 572-575); The emergence of *Homo*, Parallel Humans and New Discoveries from Ancient Genes (pages 588-600)

5.2 Tutorial Review Sessions

Discussion of course content, completion of group assignments and support with writing the article critique. Note, tutorials will run every Friday beginning on January 14th except for February 25th.

Tutorials will take place in an in-person format, and on-campus attendance is required. See Web Advisor for your tutorial time and location and check CourseLink for your group members

5.3 Note

You can be tested on material in assigned readings from the textbook even if the material is not covered in lecture. Usually such material will be straightforward descriptive examples illustrating major course concepts. You will not be tested directly on recommended readings but they will help you understand the lecture material. One copy of the textbook and other supplementary readings as assigned during lectures will be available under our course number at the reserve desk in the library or on CourseLink.

5.4 Important Dates

| Date | Activity | Required Submissions |
|-------------|---|-----------------------------|
| Jan 10 | Remote Monday Class - Meet your entire teaching team and hear about their research, course logistics (Remote synchronous - Zoom) | |
| Jan 12 | Remote Wednesday Class - with breakout groups using assigned readings from Chapter 4 of textbook. Practise iClicker Cloud (Remote synchronous - Zoom) | |
| Jan 14 | Tutorial #1: First Tutorial - meet your group, receive Phylogeny assignment (Remote synchronous - Teams) | |

| Date | Activity | Required Submissions |
|-------------|---|---|
| Jan 17 | Remote Monday Class - with breakout groups using assigned readings from Chapter 4 of textbook - graded iClicker Cloud questions (Remote synchronous - Zoom) | |
| Jan 21 | Tutorial #2: Final touches on Phylogeny assignment (Remote synchronous - Teams) | Phylogeny assignment due on CourseLink |
| Jan 24 | On-campus activities allowed to resume (subject to change). Tutorials and Wednesday and Friday lectures move to in-person format. | |
| Jan 28 | Tutorial #3: TA review of Phylogeny assignment; introduction to Critique of Science Communication Article assignment | |
| Feb 4 | Midterm #1 - In regular classroom (no tutorial) | |
| Feb 11 | Tutorial #4: Population Genetics worksheet (ungraded), receive Population Genetics assignment | |
| Feb 18 | Tutorial #5: Receive Quantitative Genetics assignment | Population Genetics assignment due on CourseLink |
| Feb 21-25 | Winter Break, no classes or tutorials | |
| Mar 4 | Tutorial #6: TA review of Population Genetics assignment | Quantitative Genetics assignment due on CourseLink |
| Mar 11 | Midterm #2 - in regular classroom (no tutorial) | |
| Mar 18 | Tutorial #7: TA review of Quantitative Genetics assignment | Draft of Critique of Science Communication Article assignment due on PEAR |

| Date | Activity | Required Submissions |
|-------------|--|---|
| Mar 25 | Tutorial #8: Workshop on peer reviews | Peer review of another student's Critique of Science Communication Article assignment due |
| Mar 27 | - | Group Evaluation due on PEAR |
| Apr 1 | Tutorial #9: TA review of tutorial material for final exam | Final Critique of Science Communication Article assignment due on PEAR |
| Apr 8 | Last Class - review of topics for final exam (final drop date) | |
| TBA | Final Exam - see online schedule | |

6 Assessments

6.1 Marking Schemes & Distributions

| Graded Component | Percentage |
|---|-----------------------------------|
| iClicker Cloud | 4% |
| Tutorial Group Assignments: 1: Phylogeny 2: Population Genetics 3: Quantitative Genetics | 7% total 2% |

| Graded Component | Percentage |
|--|---|
| 4: Group Evaluation | 2% 2% 1% |
| Critique Science Comm. Article: 1: Draft 2: Peer review 3: Final | 19% total 1% 3% 15% |
| Midterms: 1: Higher scoring midterm 2: Lower scoring midterm | 40% total 25% 15% |
| Final Exam | 30% |

6.2 Assessment Details

iClicker Cloud (4%)

Nearly every Lecture beginning with lecture 4 (Practice iClicker questions lectures 1, 2 and 3).

Course Content/Activity: Lecture, readings

Learning Outcome(s) Addressed: Conceptual Skills, Engagement

Phylogeny Assignment (2%)

Date: Fri, Jan 21, Online

Due online to group's Dropbox

Course Content/Activity: Tutorial Group

Learning Outcome(s) Addressed: Conceptual and quantitative skills

Midterm 1 (25%)

Date: Fri, Feb 4

In-class

Note: Each student's higher grade in the two in-class midterms will be worth 25%, while their lower midterm grade will be worth 15% of their final grade.

Course Content/Activity: Lecture, readings

Population genetics assignment (2%)

Date: Fri, Feb 18

Due online to group's Dropbox

Course Content/Activity: Tutorial Group

Learning Outcome(s) Addressed: Conceptual and quantitative skills

Quantitative genetics assignment (2%)

Date: Fri, Mar 4

Due online to group's Dropbox

Course Content/Activity: Tutorial Group

Learning Outcome(s) Addressed: Conceptual and quantitative skills

Midterm 2 (15%)

Date: Fri, Mar 11

Note: Each student's higher grade in the midterms will be worth 25%, while their lower midterm grade will be worth 15% of their final grade.

Course Content/Activity: Lecture, readings

DRAFT - Critique of Science Communication Article (1%)

Date: Fri, Mar 18

Due online to PEAR website

Course Content/Activity: Lecture, textbook

Learning Outcome(s) Addressed: Critical and communication skills

PEER REVIEW - Critique of Science Communication Article (3%)

Date: Fri, Mar 25

Review of another student's Critique of Science Communication Article assignment. Due online to PEAR website.

Course Content/Activity: Lecture, textbook

Learning Outcome(s) Addressed: Critical and communication skills

Group Evaluation (1%)

Date: Mon, Mar 28

Evaluate the contribution and participation of group members on assignments. Due online to PEAR website.

Course Content/Activity: Lecture, textbook Page 11 of 17

Learning Outcome(s) Addressed: Critical and communication skills

FINAL - Critique of Science Communication Article (15%)

Date: Fri, Apr 1

Due online to PEAR website.

Course Content/Activity: Lecture, textbook

Learning Outcome(s) Addressed: Conceptual, inquiry, critical and communication skills

Final Exam (30%)

Exam time and location TBD. Please see WebAdvisor for the latest information.

Course Content/Activity: Lecture, readings, group assignments

Learning Outcome(s) Addressed: Conceptual, inquiry and basic skills

6.3 Note

iClicker Cloud (or other in class electronic assessment tool): 4% of your final grade will be based on your graded responses as well as on your participation based on questions presented using PowerPoint by the Instructor during our lecture period. Those students achieving 70% or greater on their term will be awarded 100% for this section of the course so that you will not be penalized for illness or occasional absences from class.

Midterm Exams: The two midterm exams will take place in class during the regular lecture period for that day. The midterms exams will include material covered in lecture, in the tutorial assignments, and in the assigned readings. Since the material presented in the class will be integrated, all exams will be comprehensive. Each student's higher midterm grade will be worth 25% of their final grade, while their lower midterm grade will be worth 15%.

Group Assignments: Students will work in groups of 4 or 5 during their registered Friday tutorial period to complete assignments designed to reinforce concepts presented in lecture. Your group will have two tutorial periods to complete each assignment. Each group will submit ONE copy of the assignment to their designated group Dropbox by 11 PM on the due date. Late submissions will be subject to a 10% deduction per day. Group members will evaluate each other's participation in group assignments.

Individual Article Critique: The draft, peer review and final critique associated with this assignment are due by 11 PM on the due date. Please see the Instructions for this assignment for further details regarding late penalties.

Final Exam: The final exam will cover all material from the course and will take place during the regular examination period. The final exam will cover all lectures and assigned readings, including the ones before the midterm.

7 Department of Integrative Biology Statements

7.1 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](#)

7.2 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>

7.3 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/>

7.4 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>)

7.5 Course Offering Information Disclaimer

Please note that course delivery format (face-to-face vs online) is subject to change up to the first-class day depending on requirements placed on the University and its employees by public health bodies, and local, provincial and federal governments. Any changes to course format prior to the first class will be posted on WebAdvisor/Student Planning as they become available.

8 University Statements

8.1 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.

8.2 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>

8.3 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>

8.4 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.

8.5 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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>

8.6 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>

8.7 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.

8.8 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>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

DRAFT