



## BIOL\*2400 Evolution

Summer 2022

Section: DE01

Department of Integrative Biology

Credit Weight: 0.50

---

### Course Details

#### **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-Requisite(s):** BIOL\*1070, BIOL\*1090

**Co-Requisite(s):** None

**Restriction(s):** None

**Method of Delivery:** Online

#### **Final Exam**

There is no final exam in this course.

---

## Instructional Support

### Instructor

**Prof. T. Ryan Gregory**

**Email:** [rgregory@uoguelph.ca](mailto:rgregory@uoguelph.ca)

If you have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will make every effort to respond to your email within 2 business days. Note that the Discussions tool on the course website is the preferred mechanism for asking non-personal course questions.

**Office Hours:** Optional online discussion sessions and office hours will be run via Zoom. Details about the scheduling of these sessions will be provided in the Announcements and Discussion Forum.

### Teaching Assistant(s)

**Name:** TBD

**Email:** TBD

---

## Learning Resources

### Required Textbook

**There is no required textbook for this course. Supplementary Textbook**

Most readings in the course will consist of content created for the course and papers from the scientific literature. Students who wish to make use of a traditional textbook are welcome to do so, though none is required nor will any be extensively referenced during the semester. Any of the following textbooks would be suitable as an additional resource:

- Barton, N.H., Briggs, D.E.G., Eisen, J.A., Goldstein, D.B., and Patel, N.H. *Evolution*. Cold Spring Harbor Lab Press.
- Bergstrom, C.T. and Dugatkin, L.A. *Evolution*. W.W. Norton.
- Futuyma, D.J. and Kirkpatrick, M. *Evolution*. Sinauer Assoc.
- Emlen, D. and C. Zimmer. *Evolution: Making Sense of Life*. MacMillan.
- Hall, B. and Hallgrimsson, B. *Strickberger's Evolution*. Jones & Bartlett.
- Herron, J.C. and Freeman, S. *Evolutionary Analysis*. Pearson.
- Stearns, S. and Hoekstra, R. *Evolution: An Introduction*. Oxford University Press.

(Note that Emlen and Zimmer in particular has been used in recent offerings of the course.)

## Course Materials

All materials needed in this course will be provided in Courselink.

## Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

## Ares

For this course, you will be required to access published papers through the Ares system of the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

---

## Learning Outcomes

### Course Learning Outcomes

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

1. Apply scientific reasoning to evolutionary questions;
2. Formulate and devise tests of evolutionary hypotheses using a variety of approaches and types of data;
3. Recognize and correct common misconceptions involving core evolutionary concepts;

4. Recognize the relevance of evolutionary biology both as a unifying framework for all life sciences and apply it in a variety of contexts including agriculture and human health;
  5. Recognize and distinguish the effects of the main mechanisms of evolution within populations, including mutation, natural selection, genetic drift, and gene flow;
  6. Accurately apply “tree thinking” when interpreting phylogenetic relationships;
  7. Identify and distinguish the roles of random and non-random processes in evolution;
  8. Recognize the various forms of natural selection in terms of effects on allele frequencies within populations (directional, diversifying, stabilizing, and balancing selection), the factors affecting differential reproduction (ecological selection, sexual selection), and the operation of selection at multiple levels of biological organization;
  9. Differentiate and apply adaptive versus non-adaptive explanations for the origins of biological traits; and
  10. Identify species concepts and explain common mechanisms and patterns of speciation and extinction.
- 

## Teaching and Learning Activities

### Method of Learning

The course structure is based on a competency-based education (CBE) model. Competency-based education aims to focus on the learner’s skill development rather than the time they spend in the classroom – whether that is an online classroom or a physical classroom. The benefit to you, the learner, is that you can accelerate your completion of course work. The mechanism for moving forward is your demonstration of competency in the skills and knowledge being taught in a unit or assessed in a case study. Once you demonstrate competency, you can move on to the next component of the course.

Progression through the material will happen at students’ own pace. There are ungraded but mandatory checkpoint quizzes at the end of each unit that must be passed to demonstrate your competency in the associated concepts and tasks. Passing a checkpoint quiz is how you unlock the next unit and move forward in the course. If you get stuck, reach out to your instructional team.

Students will be primarily assessed through a series of six (6) case studies that require application of knowledge and skills from the preceding units. The culminating project for the course allows students an opportunity for personalized demonstration of their learning, allowing for a range of creative formats. Two reflections assess students’ ability to apply concepts from the course to issues of science and society.

There are opportunities for discussion (ungraded) with peers throughout the course, and participation in these will enhance the depth of your learning and support you in mastering course concepts and producing high-quality work. At the start of the course, you will be automatically enrolled in a small Peer Support group (~3 members). You don't necessarily have to work with the people in your group, but this group provides you with a starting point to meet people in the class and leverage peer support. You are able and encouraged to ask your peers for help – including on assignments - when you find yourself confused or stuck. You may also choose to work with peers on the Term Project.

The ultimate goal of this course is to develop your knowledge and skills related to core evolutionary concepts such that you are well-prepared to undertake further scientific study and work in the future, and can apply your evolutionary knowledge in everyday life.

## **Course Structure**

The course is organized into 12 units:

- Unit 01: Science as a way of knowing
- Unit 02: Evolutionary thinking
- Unit 03: Variation and inheritance
- Unit 04: Mechanisms of evolution
- Unit 05: Natural selection 1
- Unit 06: Natural selection 2
- Unit 07: Trait evolution 1
- Unit 08: Trait evolution 2
- Unit 09: Species and speciation
- Unit 10: Diversification and extinction
- Unit 11: Patterns and trends in evolution
- Unit 12: Human evolution and health

## **What to Expect for Each Unit**

The content in the course will be presented as a series of interactive units, including textual content, videos, and activities. Each unit ends with an ungraded but mandatory checkpoint quiz. You may take the quiz as many times as needed, but must achieve a score of at least 80% to unlock the next unit and move forward in the course. If you get stuck, reach out to your instructional team.

## Schedule

The pacing of this course is customizable based on your individual learning needs. With that said, you must still ensure that you complete all of the course components and assessments according to a minimum pace.

The deadlines in the table below are meant to ensure that you stay on track with a 12-week plan. Although units won't close at any point (i.e. you do not need to request extensions or accommodations), it is strongly recommended that you work according to these deadlines as a minimum pace.

**Table 1: Course Schedule**

<b>Course Component</b>	<b>Deadline</b>
Unit 01	Sunday, May 22
Unit 02	Sunday, May 29
Case Study 1	Sunday, May 29
Unit 03	Sunday, June 5
Unit 04	Sunday, June 12
Case Study 2	Sunday, June 12
Unit 05	Sunday, June 19
Unit 06	Sunday, June 26
Case Study 3	Sunday, June 26
Reflection 1	Sunday, July 3
Unit 07	Sunday, July 10
Unit 08	Sunday, July 10
Case Study 4	Sunday, July 17
Unit 09	Sunday, July 24
Unit 10	Sunday, July 24
Case Study 5	Sunday, July 31
Unit 11	Sunday, August 7
Unit 12	Sunday, August 14
Reflection 2	Sunday, August 14
Case Study 6	Sunday, August 14
Term Project	Friday, August 19

If you choose to accelerate your completion of the course, here are some examples of how you might pace yourself:

- **12-week Pace**
  - Complete 1 unit each week
- **6-week Pace**
  - Complete 2 units each week
- **4-week Pace**
  - Complete 3 units each week

**Note:** We don't recommend attempting to complete the course in less than 4 weeks.

---

## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 2: Course Assessments**

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Case Study 1: Whale Evolution	10%	1, 2, 3, 6
Case Study 2: Bacterial Evolution and Antibiotic Resistance	10%	1, 2, 3, 4, 5, 7
Case Study 3: Plant Population Genetics	10%	1, 2, 3, 4, 5, 7, 8
Case Study 4: Gain and Loss of Insect Wings	10%	1, 2, 3, 5, 7, 9
Case Study 5: Speciation in African Rift Lake Cichlids	10%	1, 2, 3, 5, 8, 10
Case Study 6: Human Evolution and Evolutionary Medicine	10%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Term Project	25%	3, plus others depending on topic chosen
Reflections (2)	15%	1, 3, 4, plus others depending on topics chosen
<b>Total</b>	<b>100%</b>	

**Note:** You must submit all assessments in order to pass the course.

## Assessment Descriptions

### Case Studies

There is no midterm or final exam – core competencies will be assessed through a series of six case studies that are essentially take-home interactive exams after every other content unit.

### Term Project

The term project will involve the creation of a new teaching tool or activity to convey a core concept in evolution and/or correct a common misconception.

### Reflections

The reflections will involve applying concepts from the course to issues of science and society.

---

## Course Technology Requirements and Technical Support

### CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

### Avida-ED Requirements

Avida-ED is a free educational application that you will use in this course to run digital simulations.

Firefox 46.0.1 and later or Google Chrome 51.0.2704.84 or later are the recommended web browsers.

### Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>



## Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

---

# Course Specific Standard Statements

## Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

## Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will make every effort to respond to your email within 2 business days. **Note that the Discussion Forum is the preferred mechanism for asking course questions.**
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

## 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;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## Submission of Assignments to Dropbox

Your Term Project and Reflections should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

## Late Policy

All assessments are due by 11:59 pm ET on the last day of classes for the semester. Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the end of the semester. Barring exceptional circumstances, extensions will not be granted once the semester has ended.

## Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades and feedback posted online within 2 weeks of the submission. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## Rights and Responsibilities When Learning Online

For distance education (DE) 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.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

---

## University Standard Statements

### University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

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

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Email Communication**

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

## **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

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

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

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

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## Copies of Assignments

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

## Accessibility

### University of Guelph Degree Students

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 more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

[accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca)

<https://wellness.uoguelph.ca/accessibility/>

### Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Executive Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Executive Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

jessica.martin@uoguelph.ca

## **Academic Misconduct**

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.

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.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

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

## **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

[http://www.lib.uoguelph.ca/sites/default/files/fair\\_dealing\\_policy\\_0.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf)

## **Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—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.

## **Storage and Retention of Videoconference Recordings**

Courses may use videoconferencing-based software (e.g., Microsoft Teams, Zoom) and sessions may be recorded by your instructor. As a result, the University of Guelph may collect your image, voice, name, personal views and opinions, and course work under the legal authority of the *University of Guelph Act* and in accordance with the *Freedom of Information and Protection of Privacy Act*. The recording may capture material shared on screen, participant audio and participant video and may be used to facilitate asynchronous learning by other students registered in the course. Recordings of this nature will be deleted following the conclusion of the course. Recordings that facilitate assessment will be retained for a period of one year following the conclusion of the course. If you have any questions about the collection and use of this information, please contact your instructor.

## **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/) (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **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).



## **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

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

<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>