



## **BIOL\*2400 Evolution**

Fall 2022

Section(s): 01

Department of Integrative Biology

Credit Weight: 0.50

Version 3.00 - September 07, 2022

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### **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**

This semester, BIOL\*2400 will have lectures delivered in a hybrid format. Lectures are on Mondays, Wednesdays, and Fridays. Monday lectures will be delivered in a synchronous remote format (AD-S), with a 10-15 minute Discussion period where students participate in workshop style activities in breakout groups matching their tutorial groups. Wednesday and Friday lectures will be delivered in an in-person format in WMEM 103 (location subject to change) with the exception of Wednesday, November 30th and Friday, December 2nd which will be synchronous remote format.

Tutorials (Seminars) will be delivered in an in-person format in SSC 2304, SSC 2313, or SSC 2314 (locations subject to change). 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 of Guelph 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. Attendance is required, if you are ill and unable to come to campus, please reach out to the course co-ordinator, **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.

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## 2 Instructional Support

### 2.1 Instructional Support Team

**Instructor:** Prof. Elizabeth G. Boulding Ph.D.  
**Email:** boulding@uoguelph.ca  
**Telephone:** +1-519-824-4120 x54961  
**Office:** SSC 1464

**Office Hours:** Friday 4:30-5:20 PM or by appointment (in person or Microsoft Teams)

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**Office Hours:**

Lecture material.

**Course Co-ordinator:** Emily Martin  
**Email:** emilym@uoguelph.ca  
**Telephone:** +1-519-824-4120 x56896  
**Office:** SSC 4481  
**Office Hours:** TBA  
 Course logistics, missed tutorials or exams, and Critique of popular science article assignment.

**2.2 Teaching Assistants**

**Teaching Assistant (GTA):** Gregory Chernomas  
**Email:** gchernom@uoguelph.ca

**Teaching Assistant (GTA):** Emma Mably  
**Email:** emably@uoguelph.ca

**Teaching Assistant (GTA):** Amanda Meuser  
**Email:** ameuser@uoguelph.ca

**Teaching Assistant (GTA):** Jazmin Wynter  
**Email:** jwynter@uoguelph.ca

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**3 Learning Resources****3.1 Required Resources****Zoom (Software) (Software)**

<https://zoom.us/signin>

Remote synchronous lectures will be delivered via Zoom. Links to lecture Zoom sessions will be posted on CourseLink. You will need to create a Zoom account using your Gryphmail email.

**Textbook (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 D. Emlen and C. Zimmer (paperback version ISBN: 9781319079864, loose-leaf version ISBN: 9781319235222). New and used versions are available for purchase at the University and the Coop bookstores.

Paper versions of the textbook are on reserve in the main library. 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.

A digital version of this textbook is available through the publisher and also through the University and the Coop bookstores.

website: <https://store.macmillanlearning.com/us/product/Evolution/p/1319079865>

Students are also welcome to purchase the "Achieve" subscription through the publisher ISBN:9781319374181 which offers one term rental access to the digital version of the textbook, extra online study materials, and access to student iClicker. <https://www.macmillanlearning.com/college/ca/product/Evolution/p/1319079865>

### **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.

### **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 Critique 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.

**iClicker Cloud App (Software)**

<https://join.iclicker.com/522QV>

The iClicker Cloud join code for our Fall 2022 Evolution class is shown above.

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

**Participating in iClicker Polls and Assignments will be worth 4% of your final grade.** For each question you will be awarded one points for each correct response and one point for participation. Your final iClicker percentage grade will be scaled out of 70% so that missing a lecture or two will not affect your iClicker grade (e.g. Average percentage earned for all Polls and Assignments) x 100/70). Therefore please ignore the total grade on your iClicker App, just focus on your percentage for each poll or assignment.

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/522QV>**
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, BIOL\*2400 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 with your tutorial group.**

- [Assignments - 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](https://iclicker.com/support) at any time.

## **3.2 Additional Resources**

### **Textbooks that may also be helpful (Readings)**

Other Evolution textbooks that are sources of some lecture material include:

- 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.
- 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.
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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. 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:

Learning goals and rationale

#### **(1) Conceptual skills:**

- (a) Differentiate Darwin's original theory from evolutionary theory after the "Modern Synthesis".
- (b) Accurately define and describe terms and concepts such as evolution, adaptation and fitness.
- (c) Explain simple methods of phylogenetic tree estimation and interpretation.
- (d) Explain basic mechanisms of evolutionary change at the genetic, molecular and phenotypic levels.
- (e) Identify, differentiate, analyze and give examples of processes such as sexual selection, life-history evolution, and co-evolution.
- (f) Identify species concepts and explain common mechanisms of speciation.
- (g) Understand the geological time scale and be able to identify periods of mass extinction and periods of adaptive radiations.

#### **(2) Inquiry skills:**

- (a) Estimate a phylogenetic tree using the cladistic approach and apply the



comparative method to explain character evolution.

(b) Elementary practice with interpretation of simple population genetic and quantitative genetic models in the context of hypothesis testing.

**(3) Basic skills:**

(a) Comprehend scientific and criticize popular material on Evolution.

(b) Acquisition, filtering, and synthesis of scientific concepts, facts and methods.

(c) Applied numeracy.

(d) Communicate scientific ideas about evolution.

## 5 Teaching and Learning Activities

### 5.1 Lecture

Fri, Sep 9, 9:30 AM - Fri, Dec 2, 10:20 AM

Topics:

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 (see CourseLink for equivalent in 1st and 2nd textbook editions and eTexts)**

- 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 contains 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** (If time permits)

### **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 (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 Seminar

**Fri, Sep 16**

**Topics:**

Discussion of course content, completion of group assignments and support with writing the article critique. Note, tutorials will run every Friday beginning on September 16th except for November 11th.

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 Important Dates

Sept 9<sup>th</sup> First Class in-person lecture "Research interests of your professor and TAs"

Sept 16<sup>th</sup> First Tutorial Seminar

Sept. 20<sup>th</sup> Tutorial group assignment 1 due (Phylogeny)

Oct. 7<sup>th</sup> Tutorial Review for Midterm 1

Oct. 10<sup>th</sup> Thanksgiving holiday, no class

Oct. 12<sup>th</sup> Midterm #1 in regular classroom

Oct. 14<sup>th</sup> Tutorial group assignment 2 due (Population genetics)

- Oct. 28<sup>th</sup> Tutorial group assignment 3 due (Quantitative genetics)
- Nov. 4<sup>th</sup> Tutorial Review for Midterm 2
- Nov. 9<sup>th</sup> Midterm #2 in regular classroom
- Nov. 11<sup>th</sup> Remembrance Day, no lecture or tutorials
- Nov. 16<sup>th</sup> Draft of popular article critique due
- Nov. 23<sup>rd</sup> Peer review of another student's popular article critique due
- Nov. 30<sup>th</sup> Final critique popular article due
- Nov. 30<sup>th</sup> Lecture will be Zoom synchronous instead of in-person
- Dec. 2<sup>th</sup> Last lecture will be Zoom synchronous instead of in-person - review of topics for final exam
- TBA Final Exam - see schedule
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## 6 Assessments

### 6.1 Assessment Details

#### **iClicker Cloud App (4%)**

**Date:** Mon, Sep 12, 9:30 AM - Fri, Dec 2, 10:20 AM

iClicker Assignment questions will appear on your iClicker App on Fridays. You can discuss

your answers with your group in your breakout room on during our lecture on Mondays but you will answer the questions individually on your own IClicker App.

### **Tutorial Group Assignments 1 - 3 (7%)**

**Date:** Fri, Sep 16 - Fri, Oct 28, SSC 2306, 2313, 2314

- |                          |    |
|--------------------------|----|
| 1: Phylogeny             | 2% |
| 2: Population Genetics   | 2% |
| 3: Quantitative Genetics | 2% |
| 4: Group Evaluation      | 1% |

Submit one copy of Assignments to your group's dropbox on our Courselink site.

Group evaluation of each other should be submitted to the PEAR review system.

### **Midterm 1 (20%)**

**Date:** Wed, Oct 12, 9:30 AM - 10:20 AM, in-person in lecture room

15 multiple choice

one short answer chosen out of two.

Midterms: 1: Higher scoring midterm (25%) 2: Lower scoring midterm (15%)

### **Critique of Science Communication Article: (19%)**

**Date:** Fri, Oct 28 - Wed, Nov 30, submit to PEAR review system

- |                |    |
|----------------|----|
| 1: Draft       | 3  |
| 2: Peer review | 2  |
| 3: Final       | 14 |

### **Midterm 2 (20%)**

**Date:** Wed, Nov 9, 9:30 AM - 10:20 AM, in-person, in lecture room

15 multiple choice

one short answer chosen out of two questions.

Midterms: 1: Higher scoring midterm (25%) 2: Lower scoring midterm (15%)

### **Final Exam (30%)**

**Date:** in-person as scheduled by the registrar's office.

30 multiple choice questions



Two short answer questions chosen out of four.

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

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

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