



COURSE OUTLINE

1. **Course:** BIOL 401, Evolutionary Biology - Winter 2022

Coordinator(s)

Name	Email	Phone	Office	Hours
Dr Mindi Summers	mind.summers@ucalgary.ca	403 220-8761	BI 041	Student hours – After class representative meetings on Fridays, Dr. Summers and/or Mr. Duclos will be available to meet with individuals or groups to discuss any aspect of the course. If you would like to schedule a student hours session outside of these hours with any members of the instructional team, please email – we are looking forward to talking with you!

Section(s)

Lecture 01 : MW 10:00 - 10:50 in AD 140

Instructor	Email	Phone	Office	Hours
Kevin Duclos	TBA	TBA	TBA	TBA
Dr Mindi Summers	mind.summers@ucalgary.ca	403 220-8761	BI 041	Student hours – After class representative meetings on Fridays, Dr. Summers and/or Mr. Duclos will be available to meet with individuals or groups to discuss any aspect of the course. If you would like to schedule a student hours session outside of these hours with any members of the instructional team, please email – we are looking forward to talking with you!

To account for any necessary transition to remote learning in the winter 2022 semester, courses with in-person lectures, labs, or tutorials may be shifted to remote delivery for a certain period of time. In addition, adjustments may be made to the modality and format of assessments and deadlines, as well as to other course components and/or requirements, so that all coursework tasks are in line with the necessary and evolving health precautions for all involved (students and staff).

In Person Delivery Details:

Lecture:	01	MW	10:00-10:50	AD 140
Tutorials:	01	T	11:00-11:50	BI 190
	02	T	13:00-13:50	BI 190
	03	T	14:00-14:50	BI 190
	04	T	15:00-15:50	BI 190

Re-Entry Protocol for Labs and Classrooms:

To limit the spread of COVID-19 on campus, the University of Calgary has implemented safety measures to ensure the campus is a safe and welcoming space for students, faculty and staff. The most current safety information for campus can be found [here](#). **Online Delivery Details:**

This course does not follow a scheduled meeting pattern.

Lecture:	01	F	Asynchronous	D2L
-----------------	----	---	--------------	-----

Course Site:

D2L: BIOL 401 L01-(Winter 2022)-Evolutionary Biology

Note: Students must use their U of C account for all course correspondence.

Instructional Team**Instructors**

Dr. Mindi Summers Email: mindi.summers@ucalgary.ca

Kevin Duclos Email: kevin.duclos@ucalgary.ca

Student hours: We will have open, drop-in student hours on Fridays from 10:30-11:00am after class representative meetings in-person and online through Zoom. Another good way to introduce yourself, discuss the course, and talk about evolution is to meet with us immediately after lecture. Please email if you would like to meet outside of scheduled student hour times. We look forward to discussing and learning about evolutionary biology with you this term!

GTAs

Austin Ashbaugh Email: austin.ashbaugh@ucalgary.ca

Umair Shivji Email: umair.shivji@ucalgary.ca

Teaching assistants (GTAs) in Biology 401 are graduate students who are developing their teaching practice. You will see both GTAs facilitating presentations and discussion in tutorials, and you may also see the course GTAs in lectures. Your GTA will evaluate your weekly tutorials and your tutorial presentations. Your GTA will act as a coach to help you achieve and continue improving throughout this course – please ask your GTA for feedback on your progress. Please remember that our GTAs are developing their teaching skills! Please direct feedback to us so that we can best mentor them in developing their teaching practice.

Class representatives

Please volunteer to be a class representative! Class reps are currently enrolled students in Biology 401 who volunteer to collect and share student feedback on Biology 401 – you can attend any meetings at any time (no commitment is required). Class reps meet with us on Fridays from 10:00-10:30am. During our weekly meeting, class reps first share ideas and comments from students and then we discuss ways to improve the course. Class reps will also lead collection and analysis of mid-semester feedback on the course. You will hear updates from the class reps weekly – please take the time to talk with them so that your experiences and ideas are heard!

Additional resources to learn about evolution

1) Web of Science and Google Scholar are excellent search engines to find primary articles in evolution.

2) *Understanding evolution* (http://evolution.berkeley.edu/evolibrary/article/evo_01)

3) *Evolution: the story of life on earth*; Jay Hosler; ISBN: 9780809043118

4) Other textbooks on evolution include:

Evolution: Making sense of life. Zimmer and Emlen

Evolution. Futuyma.

Please let us know if you find other useful resources so that we can add them to the list!

Assignments & Activities

Lecture

In the in-person lecture section of this course on Mondays and Wednesdays, you will be working with neighbors to discuss and solve problems. Typically, this will entail first solving problems as individuals, then the group will engage in peer-instruction and collaboration to answer questions, solve problems, and develop learning strategies – a technique that has been shown to increase learning compared to instructor lecture and explanation only (see Smith et al., 2011).

On Fridays, lectures will be asynchronous and consist of video lectures. Asynchronous lectures will be made available at the start of the week and can be watched at your pace. You are encouraged to discuss the topics addressed in asynchronous lectures with your peers.

Quizzes

There will be three multiple-choice quizzes that will take place during lecture on Feb 2, Mar 9, and April 6 . Each quiz will cover material discussed in the course (in lecture, tutorial, readings, and additional materials) prior to the quiz date. Quiz 1 will be available on D2L on February 2 from 10:00-10:35am during the scheduled lecture time. You will have 30 minutes to complete and submit the quiz. Quizzes 2 and 3 are scheduled to be written in-person during the lecture time. If one or both of these quizzes have to be moved online, they will follow the same format as Quiz 1.

If you experience an issue that affects your ability to complete the online assessments, which can include (but is not limited to) issues with technology, time zone issues, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible.

Optional group component (for in-person quizzes only): If you would like to re-take a subset of the multiple choice responses with your group, you can do so after completion of the individual quiz. For questions that you take both individually and as a group, your mark for these questions will be split 90% (individual score) and 10% group score. If your individual score is higher than the group score, your individual score will be 100% of your mark for these questions. In other words, participating in the group component can only improve your mark.

Tutorial assignments

Each week in tutorial, you will discuss a set of readings (and podcasts, videos, etc) on a topic that explores how evolutionary biology is applied. To prepare for each discussion, you will read/listen/watch the materials, record notes and annotations, and write a few questions that you would be interested in contributing to the discussion. Your GTA will evaluate your effort in preparing for the discussion at the start of your tutorial session.

During the tutorial, you will share ideas, ask questions, and take turns explaining and discussing concepts and applications as part of a small group and the entire section. You will set a personal goal for each week, and your GTA will assess and provide feedback on your contribution after your tutorial session. Your tutorial assignment mark will be a combined score of both preparation and contribution to each week's discussion.

Tutorial presentations

Twice during the term, you will co-present on a tutorial topic (focused on the assigned readings/podcasts/videos) with your team. You complete the same steps to prepare and contribute in the discussion as weekly tutorials, but in addition you will create a ten minute "presentation." Your group is welcome to be creative in your approach to the ten-minutes, and non-Powerpoint is encouraged. Following your group's presentation, you will complete a survey to provide formative feedback to your team members, and if necessary, a multiplier will be applied to the team score for individual members. Your GTA will evaluate your presentation during the session, as well as your contribution to the discussion.

Beak of the Finch

During the first half of the term, we will read the *Beak of the Finch*, a nonfiction book that describes the groundbreaking research of Peter and Rosemary Grant. You will read, annotate, and take notes to prepare for a discussion on the book during tutorial on March 2. To further accompany our reading of *Beak of the Finch*, you will complete a quiz on the reading (multiple attempts available), and choose a paper authored by the Grants to share with other students on a D2L discussion board.

Evolutionary events report

In the second half of the term, we will create an evolutionary timeline together. You will have the opportunity to choose, research, and create a summary of an important evolutionary event or time period. Your report can be in the form of an infographic, video, TikTok, or other visual format. You will submit your work to the online exhibit by March 21 and we will discuss the entire timeline in lecture that week.

Critical reflection essay

In the course introduction, you will be given questions and thinking prompts inciting you to reflect upon your understanding of evolution as well as your perception of evolutionary biology. These prompts will solely be there to guide your reflection and discussions during the term. Throughout the course, you will learn about evolutionary theory, practitioners, and common misconceptions of evolution. You will complete a critical reflection of your own progress in this course, in your own words, based on your initial responses to the introduction survey. This critical reflection can be on the entirety of your progress in the course or can focus on a single area of your choosing. This reflection can take the form of a written essay, a poster/infographic or even a podcast. The critical reflection assignment is due on April 12 and additional information is available on D2L.

Surveys and course introduction

There will be surveys announced throughout the course that will be available on D2L. These surveys will be marked for completion. These surveys are designed to improve instruction in this course and your effort on these surveys is important. You are asked to not use outside resources when completing these surveys.

At the start of the term, you will also complete activities to introduce you to the course, and help you set-up for success. Information on these activities will be available on D2L.

Questions, Feedback & Communication Policy

D2L Q&A discussion board

If possible, please bring forward questions and ideas in person during and after class and tutorials, and during student hours. Being able to ask you follow-up questions in real time helps us to make sure that we are answering your questions and providing helpful support.

For general questions about the course, we will be using a D2L Q&A Discussion Board. This board allows you post and respond to other students' questions, and receive input from the instructional team. To ensure that all students have access to the same information, all general questions should be posted here. The instructional team will respond to posts M-W within 24 hours.

Course feedback and suggestions

Please provide feedback and suggestions on the course to our **class representatives** (and please join class representative meetings at anytime!). Class representatives will also organize anonymous mid-semester feedback that will be provided to the instructional team. Class representative contact information will be posted on D2L.

Course communication policy

We will reply to the discussion board, post notices, and send emails between 8:30am-4:30pm Monday-Friday. We will do our best to read and respond to discussion board posts/emails within 24 hours Monday-Friday, and those received during the weekend by the following Tuesday. If you do not receive a response within the time-frame, please follow-up in email (sometimes emails or discussion posts are lost in spam filters or mistakenly overlooked!).

Equity Diversity & Inclusion:

The University of Calgary is committed to creating an equitable, diverse and inclusive campus, and condemns harm and discrimination of any form. We value all persons regardless of their race, gender, ethnicity, age, LGBTQIA2S+ identity and expression, disability, religion, spirituality, and socioeconomic status. The Faculty of Science strives to extend these values in every aspect of our courses, research, and teachings to better promote academic excellence and foster belonging for all.

The Biological Sciences Equity Committee acknowledges there are persistent barriers that prevent such accessibility and hinder our progress towards EDI. Our representatives (faculty, staff, postdocs, graduate and undergraduate students) are committed to addressing any concerns and work towards proactive solutions that enact necessary change within the department. To submit anonymous questions, comments or concerns regarding EDI related issues, please reach out to our Chair, Constance Finney (constance.finney@ucalgary.ca), or a committee representative of your choice at <https://science.ucalgary.ca/biological-sciences/about/equity-diversity-and-inclusion>

2. Requisites:

See section [3.5.C](#) in the Faculty of Science section of the online Calendar.

Prerequisite(s):

Biology 313 and 315.

3. Grading:

The University policy on grading and related matters is described in [F.1](#) and [F.2](#) of the online University Calendar.

In determining the overall grade in the course the following weights will be used:

Course Component	Weight	Due Date (duration for exams)	Modality for exams	Location for exams
Quizzes (3) ¹	30%	Ongoing		
Tutorials (8) ²	24%	Ongoing		
Tutorial presentations (2) ³	13%	Ongoing		
Beak of the Finch reading & discussion ⁴	10%	Ongoing		
Surveys & course intro activities ⁵	3%	Ongoing		
Evolutionary events report	10%	Mar 21 2022		
Critical reflective essay	10%	Apr 12 2022		

¹ 10% each; during scheduled lecture – Feb 2; Mar 9; April 6. Quiz 1 will be available on D2L on February 2 from 10:00-10:35am during the scheduled lecture time. You will have 30 minutes to complete and submit the quiz. Quizzes 2 and 3 are scheduled to be written in-person during the lecture time. If one or both of these quizzes have to be moved online, they will follow the same format as Quiz 1.

² in tutorials

³ in tutorials

⁴ due D2L – March 1 by 23:59; in tutorial March 2

⁵ due D2L – Jan 14 & April 12 by 23:59

Each piece of work (reports, assignments, quizzes, midterm exam(s) or final examination) submitted by the student will be assigned a grade. The student's grade for each component listed above will be combined with the indicated weights to produce an overall percentage for the course, which will be used to determine the course letter grade.

The conversion between a percentage grade and letter grade is as follows.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D
Minimum % Required	95 %	90 %	85 %	80%	75%	70 %	65 %	60%	55%	50 %	45 %

* In the lecture component of the course, we will use the TopHat classroom performance system, where you will be asked to use a cell phone or other device to text answers to questions during class. The use of the TopHat system is optional, but highly recommended to enhance learning in the classroom. If you answer 85% or more of the in-class questions, up to 0.5% will be added to your final grade. If you answer less than 85% of the in-class questions, a grade of 0 will be assigned for this course component, and your final grade will not be modified. It is your responsibility to ensure that your participation is being properly recorded by the TopHat system. In the event of any discrepancy, you must contact the administrators of the TopHat system to have them corrected. Correction of any discrepancies must be done prior to 23:59 on April 12, 2021. If you are unable to use the TopHat system, please contact Dr. Summers within the first week of class to make alternate arrangements.

If you experience an issue that affects your ability to complete the online assessments, which can include (but is not limited to) issues with technology, time zone issues, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible.

The University of Calgary offers a [flexible grade option](#), Credit Granted (CG) to support student's breadth of learning and student wellness. Faculty units may have additional requirements or restrictions for the use of the CG grade at the faculty, degree or program level. To see the full list of Faculty of Science courses where CG is not eligible, please visit the following website: <https://science.ucalgary.ca/current-students/undergraduate/program-advising/flexible-grading-option-cg-grade>

4. **Missed Components Of Term Work:**

The university has suspended the requirement for students to provide evidence for absences. Please do not attend medical clinics for medical notes or Commissioners for Oaths for statutory declarations.

In the event that a student legitimately fails to submit any online assessment on time (e.g. due to illness etc...), please contact the course coordinator, or the course instructor if this course does not have a coordinator to arrange for a re-adjustment of a submission date. Absences not reported within 48 hours will not be accommodated. If an excused absence is approved, one possible arrangement is that the percentage weight of the legitimately missed assignment could also be pro-rated among the components of the course. This option is at the discretion of the coordinator and may not be a viable option based on the design of this course.

5. **Scheduled Out-of-Class Activities:**

There are no scheduled out of class activities for this course.

6. **Course Materials:**

Required Textbook(s):

Jonathan Weiner, *The beak of the finch: a story of evolution in our time* Vintage Books.

Recommended Textbook(s):

Bergstrom and Dugatkin, *Evolution*: WW Norton.

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection.

For more information please refer to the UofC [ELearning](#) online website.

7. **Examination Policy:**

No aids are allowed on tests or examinations.

Students should also read the Calendar, [Section G](#), on Examinations.

8. **Approved Mandatory And Optional Course Supplemental Fees:**

There are no mandatory or optional course supplemental fees for this course.

9. **Writing Across The Curriculum Statement:**

For all components of the course, in any written work, the quality of the student's writing (language, spelling, grammar, presentation etc.) can be a factor in the evaluation of the work. See also Section [E.2](#) of the University Calendar.

10. Human & Living Organism Studies Statements:

If you agree, your course work may be used for research purposes. Your responses will remain anonymous and confidential. Grouped data (no individual responses) may be used in academic presentations and publications. Participation in such research is voluntary and will not influence grades in this course. Students' signed consent forms will be withheld from instructors until after final grades are submitted. More information will be provided at the time student participation is requested.

See also [Section E.5](#) of the University Calendar.

STUDIES IN THE BIOLOGICAL SCIENCES INVOLVE THE USE OF LIVING AND DEAD ORGANISMS. Students taking laboratory and field-based courses in these disciplines can expect involvement with and experimentation on such materials. Students perform dissections on dead or preserved organisms in some courses. In particular courses, students experiment on living organisms, their tissues, cells, or molecules. Sometimes field work requires students to collect a variety of living materials by many methods, including humane trapping.

All work on humans and other animals conforms to the Helsinki Declaration and to the regulations of the Canadian Council on Animal Care. The Department strives for the highest ethical standards consistent with stewardship of the environment for organisms whose use is not governed by statutory authority. Individuals contemplating taking courses or majoring in one of the fields of study offered by the Department of Biological Sciences should ensure that they have fully considered these issues before enrolling. Students are advised to discuss any concern they might have with the Undergraduate Program Director of the Department.

Students are expected to be familiar with [Section SC.4.1](#) of the University Calendar.

11. Reappraisal Of Grades:

A student wishing a reappraisal, should first attempt to review the graded work with the Course coordinator/instructor or department offering the course. Students with sufficient academic grounds may request a reappraisal. Non-academic grounds are not relevant for grade reappraisals. Students should be aware that the grade being reappraised may be raised, lowered or remain the same. See [Section I.3](#) of the University Calendar.

- a. **Term Work:** The student should present their rationale as effectively and as fully as possible to the Course coordinator/instructor within **ten business days** of either being notified about the mark, or of the item's return to the class. If the student is not satisfied with the outcome, the student shall submit the Reappraisal of Graded Term work form to the department in which the course is offered within 2 business days of receiving the decision from the instructor. The Department will arrange for a reappraisal of the work within the next ten business days. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. See sections [I.1](#) and [I.2](#) of the University Calendar
- b. **Final Exam:** The student shall submit the request to Enrolment Services. See [Section I.3](#) of the University Calendar.

12. Other Important Information For Students:

- a. **Mental Health** The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [Mental Health Services Website](#)) and the Campus Mental Health Strategy website ([Mental Health](#)).
- b. **SU Wellness Services:** For more information, see www.ucalgary.ca/wellnesscentre or call [403-210-9355](tel:403-210-9355).
- c. **Sexual Violence:** The Sexual Violence Support Advocate, Carla Bertsch, can provide confidential support and information regarding sexual violence to all members of the university community. Carla can be reached by email (svsa@ucalgary.ca) or phone at [403-220-2208](tel:403-220-2208). The complete University of Calgary policy on sexual violence can be viewed at (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>)
- d. **Misconduct:** Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional [Code of Conduct](#) and promote academic integrity in upholding the University of Calgary's reputation of excellence. Some examples of academic misconduct include but are not limited to: posting course material to online platforms or file sharing without the course instructor's consent; submitting or presenting work as if it were the student's own work; submitting or presenting work in one course which has also been submitted in another course without the

instructor's permission; borrowing experimental values from others without the instructor's approval; falsification/fabrication of experimental values in a report. Please read the following to inform yourself more on academic integrity:

[Student Handbook on Academic Integrity](#)
Student Academic Misconduct [Policy](#) and [Procedure](#)
[Research Integrity Policy](#)

Additional information is available on the [Student Success Centre Academic Integrity page](#)

e. Academic Accommodation Policy:

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>.

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, by filling out the [Request for Academic Accommodation Form](#) and sending it to Lisa Gieg by email lmגיע@ucalgary.ca preferably 10 business days before the due date of an assessment or scheduled absence.

f. Freedom of Information and Privacy: This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP). Students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page. For more information, see [Legal Services](#) website.

g. Student Union Information: [VP Academic](#), Phone: [403-220-3911](tel:403-220-3911) Email: suvpaca@ucalgary.ca. SU Faculty Rep., Phone: [403-220-3913](tel:403-220-3913) Email: sciencerep@su.ucalgary.ca. [Student Ombudsman](#), Email: ombuds@ucalgary.ca.

h. Surveys: At the University of Calgary, feedback through the Universal Student Ratings of Instruction ([USRI](#)) survey and the Faculty of Science Teaching Feedback form provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference - please participate in these surveys.

i. Copyright of Course Materials: All course materials (including those posted on the course D2L site, a course website, or used in any teaching activity such as (but not limited to) examinations, quizzes, assignments, laboratory manuals, lecture slides or lecture materials and other course notes) are protected by law. These materials are for the sole use of students registered in this course and must not be redistributed. Sharing these materials with anyone else would be a breach of the terms and conditions governing student access to D2L, as well as a violation of the copyright in these materials, and may be pursued as a case of student academic or [non-academic misconduct](#), in addition to any other remedies available at law.

Tentative Course Schedule

Lectures MW will take place in-person in lecture theatre AD 140/Zoom

Friday lectures will be asynchronous, with material available on D2L

Week	Lecture Topic	Tutorial Topic	Assignments & Due Dates
------	---------------	----------------	-------------------------

1 Jan 10-14	M - Course Introduction W - Selection I <i>F - Scientist spotlight showcase</i>	Introduction	M: Team Formation Survey (by 23:59) F: Surveys & Course Introductions (by 23:59)
2 Jan 17-21	M - Selection II W - Heritability <i>F - Sexual selection and the limits of natural selection</i>	Artificial selection: Dog Breeds	T: Tutorial 1 (in tutorial)
3 Jan 24-28	M - Population Genetics W - Drift & Gene Flow <i>F - Agriculture, biological control and invasive species</i>	Agriculture	T: Tutorial 2 (in tutorial)
4 Jan 31-Feb 4	M - Speciation W - Quiz 1 <i>F - Biological complexity and epigenetics</i>	Covid-19 & pandemics	T: Tutorial 3 (in tutorial)
5 Feb 7-11	M - Species W - Taxonomy <i>F - Evolutionary developmental biology</i>	Epigenetics	T: Tutorial 4 (in tutorial)
6 Feb 14-18	M - Fossil record W - Speciation/Extinction <i>F - Geometric morphometrics, biomechanics and virtual morphology</i>	Paleo Art	M: Evolutionary event sign-up (by 23:59) T: Tutorial 5 (in tutorial)
Class Break			
7 Feb 28-Mar 4	M - Tree-thinking W - Phylogenetic inference I <i>F - Digitization, citizen science and de-colonizing science</i>	Beak of the Finch	T: Beak of the Finch (in tutorial)
8 Mar 7-11	M - Phylogenetic inference II W - Quiz 2 <i>F - Conservation, extinction and de-extinction</i>	Wildlife forensics	T: Tutorial 6 (in tutorial)
9 Mar 14-18	M - Phylogenetic inference III W - Symbiosis <i>F - Communication, disinformation and misrepresentation of evolution in media</i>	De-extinction	T: Tutorial 7 (in tutorial)
10 Mar 21-25	M - Coevolution W - History of life on earth <i>F - Genome evolution</i>	Human influences on evolutionary rates of change	M: Evolutionary event project (by 23:59) T: Tutorial 8 (in tutorial)
11 Mar 28-Apr 1	M - Non-adaptive evolution W - Evolution of sex <i>F - Behaviour, sociality and communication</i>	Citizen science	T: Tutorial 9 (in tutorial)
12 Apr 4-8	M - Human sequencing W - Quiz 3 <i>F - Human evolution, past present and future</i>	Human evolution: past and present	T: Tutorial 10 (in tutorial)

13 Apr 11-12	M - TBD	NA	T: Survey 2 & Reflective Essay (by 23:59)
------------------------	---------	----	--

Optional activities:

Fridays 10:00-10:30am: Class representative meetings - Please volunteer to be a class representative! Class reps are currently enrolled students in Biology 401 who volunteer to collect and share student feedback on the course – you can attend any meetings at any time (no commitment is required). During our weekly meeting, class reps first share ideas and comments from students and then we discuss ways to improve the course. Class reps will also lead collection and analysis of mid-semester feedback on the course. If you can't attend the meetings yourself, please take the time to talk with the class reps so that your experiences and ideas are heard!

Fridays 10:30am-11am and by appointment: Student hours - After class representative meetings on Fridays, Dr. Summers and/or Mr. Duclos will be available to meet with individuals or groups to discuss any aspect of the course. If you would like to schedule a student hours session outside of these hours with any members of the instructional team, please email – we are looking forward to talking with you!

We are looking forward to learning together this term!

Course Outcomes:

- Evaluate and explain the main points of peer-reviewed evolutionary biology articles
- Communicate opinions on current topics in evolutionary biology orally in small discussions and presentations
- Analyze the differences and complementarities of micro-and macroevolution
- Critique the soundness of arguments made about evolution made in social media, the news, etc.
- Explain how the main evolutionary processes interact to shape patterns of biological diversity

Electronically Approved - Jan 21 2022 10:09

Department Approval

Electronically Approved - Jan 22 2022 21:21

Associate Dean's Approval