Instructor: Dr. Gabriel Yospin, giy@uoregon.edu, yosping@gmail.com, @GabrielYospin
  Office: KLA 73
  Office Hours: Wednesdays, 2:30 - 3:30, and by appointment
Teaching Assistants: Madeline Chase mchase2@uoregon.edu
  Office Hours: 9 AM Mondays in TBD
Abe Katzen katzen@uoregon.edu
  Office Hours: 9:30 AM Fridays in TBD
May Nguyen maynguyen23@gmail.com
  Office Hours: 9 AM Thursdays in Onyx 360
Undergraduate Learning Assistants: Jonathan Faris jfaris@uoregon.edu
  Kaitlyn LeBlanc kaitlynl@uoregon.edu

Lectures: Mondays, Wednesdays, 4 PM - 5:20 PM, in Columbia 150
Discussion Sections: Tuesdays, 9 AM - 5 PM, in Huestis 111

The Idea Behind This Course

We live in a world teeming with life, unique in the known universe. For millennia, humans have postulated how living things on our planet are related to each other. Within the last century, the Neo-Darwinian theory of biological evolution by natural selection has emerged as the most robust framework with the greatest explanatory power. Indeed, Theodosius Dobzhansky famously expounded that "nothing in biology makes sense except in the light of evolution." Given that evolution is so important to understanding the biological world (including ourselves), in this course we will strive to understand how evolution works.
By the end of the course, students will be able to (in order of increasing importance):

- Describe the history of Western ideas regarding biological evolution
- Classify components of the biological world in terms of their taxonomic and temporal relationships
- Evaluate how evolutionary forces can lead to changes in populations of organisms over time
- Evaluate presentations of evolutionary biology research in popular media
- Apply principles of biological evolution to human health
- Judge the appropriate role for information from evolutionary biology in public policy
- Be more curious about science in general and biology in particular, and maintain that curiosity over their lifetimes

Classroom Conduct

Our classroom must be a place where people are free to present their ideas, express their opinions, and question assumptions. We ask that we all do our best to be intellectually honest, while also being tolerant of personal differences. We welcome the intellectual controversy that will stem from your ideas and the ideas in this course. That controversy is essential to real learning.

At the same time, we ask that we all respect the rights of others to hold different opinions, even as we challenge the ideas supporting those opinions. We will debate these ideas passionately, but never acrimoniously. Strive to make it clear to your classmates that you respect them and value their ideas, even when you disagree.

If you have a documented disability and anticipate needing accommodation in this course, please make arrangements to meet with us soon. Please request that the Counselor for Students with Disabilities sends a letter verifying your disability.

Crises happen. If you are having problems that are interfering with your ability to do the work for this class, please let us know promptly. We are always willing to make special arrangements when the need is real and when you have done your best to address the situation in a timely manner. The University of Oregon Crisis Center, a student funded organization, provides students with confidential telephone crisis intervention 24 hours a day, 7 days a week. The hotline number is 346-4488. Students often believe that their issues are not severe enough for them to call, but at the Crisis Center, no problem is too small.
Policy on Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is a serious offense. The university has a good resource on proper practices for quotation and attribution (http://library.uoregon.edu/guides/plagiarism/students/index.html). Always err on the side of excessive attribution, and bring any concerns over proper conduct to me. The Administration and we will treat any academic dishonesty according to the guidelines in the Student Conduct Code (http://conduct.uoregon.edu). This does not mean that you should develop your ideas in isolation from other students. It means that when you submit a piece of writing, or answers to a quiz, the work must be your own.

Student Responsibilities 1: Lecture Participation

Lectures for the course will focus on providing examples of the concepts identified in readings, and building connections among those examples. We will take attendance at lectures - you are responsible for being present at all lectures. We will be using iClickers to record student responses to questions during the lecture. You are responsible for bringing a functional clicker, linked with your student ID, to class each day. Attendance, participation in small group activities, and participation in the clicker questions are altogether worth 10 points per day. (I will drop your lowest-scoring day.)

Student Responsibilities 2: Quizzes

We will use weekly, cumulative quizzes to help you learn the material and identify areas that require further effort and attention. Quizzes will be mostly short answer questions, completed in class at the end of lecture on Wednesdays. Each quiz will be worth 20 points. (I will drop your lowest-scoring quiz.)

Student Responsibilities 3: Discussion Participation

Discussion sections will include laboratory and problem-solving exercises in small groups. We have designed these to give you an introduction to scientific practice, and to reinforce and provide further examples of the concepts we are covering in class. Your attendance, participation, and completion of activities and worksheets will count toward your discussion section score of 20 points per day.
Student Responsibilities 4: Legit or Lame Writing Assignments

You will complete three writing assignments during the course. Each assignment will consider a recent evolutionary biology finding, as reported in popular media, and identify the scientific merits of the new finding. Your task will be to evaluate the merits of the finding, by finding evidence to support or refute the finding in popular media and peer-reviewed scientific literature. Ultimately, you must decide whether the new finding is legitimate science, or lame nonsense. We will work iteratively with you to improve on your analysis of the findings, and the quality of your writing. Your work will be graded according to rubrics that we will provide, and the potential scores for each assignment will increase throughout the quarter. Assignments must be submitted electronically through Canvas. They will be due by 11 PM on their due dates - no credit will be given for late work.

Course Assessment of Student Learning

Lecture attendance, participation, and clicker participation (10 points/day)  180
Weekly Quizzes (weekly, 20 points/quiz) 180
Discussion attendance, participation, performance (10 points/day) 200
Legit or Lame writing assignments (160, 220, and 260 points) 440

Total 1000

I will provide grading rubrics for the Legit or Lame assignments. Course grades will be based on the following scale.

<table>
<thead>
<tr>
<th>Percent of Total Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-96</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>67-69</td>
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<td>64-66</td>
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<td>60-63</td>
<td>D-</td>
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<td>&lt;60</td>
<td>F</td>
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If student performance is low overall, I may reduce the thresholds of the grades for all students; grade thresholds will not increase.

**Tips on How to Succeed in This Course**

- Read the material interactively before class
- After each class, quiz yourself on the assigned reading for that day - compare what you learned from the reading to what you learned in class
- Attend all of the class sessions, listen actively, and participate to the greatest extent possible using your most constructive behaviors
- Ask questions if there are terms or concepts you don’t understand
- Meet with students outside of class to review, discuss, and work
- Meet with instructors outside of class to address your ideas, questions, and concerns as early as possible
- Ask yourself how what you are learning matters. If you don’t have a good answer, come talk to us or your classmates

**Texts** (available at the UO Duck Store)


An iClicker is required for this course.

Additional readings will be available electronically through Canvas.