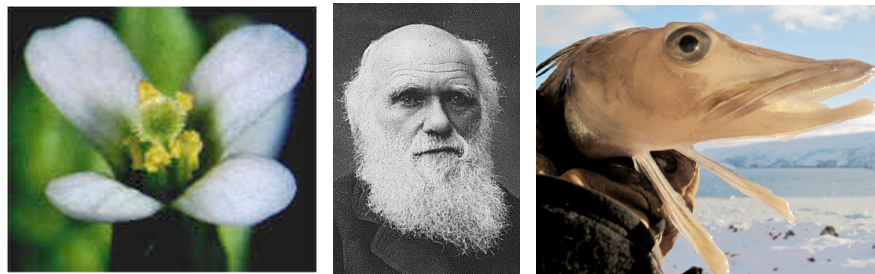
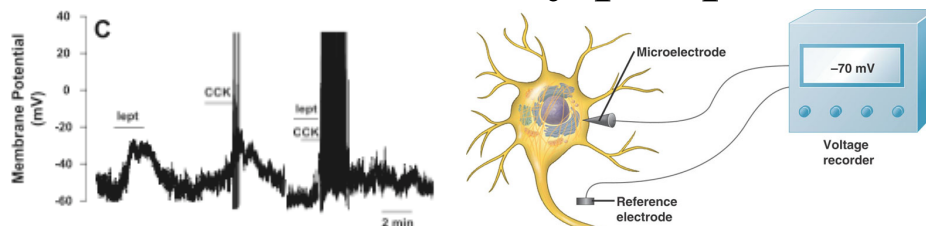


# Bi212:Organisms

A CLASS COVERING PLANT & ANIMAL  
PHYSIOLOGY AND DEVELOPMENT



with an evolutionary perspective



and a focus on the experimental data we use to build a scientific worldview

## SYLLABUS FOR WINTER 2019

## Bi 212 General Biology II: Organisms

For more information see our

**Canvas based Website**

Instructor: Mark Carrier, [mcarrier@uoregon.edu](mailto:mcarrier@uoregon.edu)

541 346-4199 OFFICE: 15D Klamath

### Bi 212 Schedule Winter 2019

Week	Lectures			Lab/ Discussion
	Date	Topics, Quizzes and Exams	Due dates	
<b>1</b>	1/7	Organisms & Homeostasis <b>1</b>		Enzymes I
	1/19	Enzyme Kinetics <b>2</b>		
	1/11	Temperature Regulation and BMR <b>3</b>		
<b>2</b>	1/14	Metabolic thermogenesis, Saper paper <b>4</b>		Flow through Membranes & writing tutorial 1
	1/16	Saper Paper and the importance of size <b>5</b>		
	1/18	Plant growth and Development <b>6</b>		
<b>3</b>	1/21	<b>HOLIDAY, NO CLASSES</b>	<b>Homework #1</b> <b>due Wednesday</b> <b>by 5pm</b>	Transpiration investigation
	1/23	Transporting materials in plants <b>7</b>		
	<b>1/25</b>	<b>Quiz 1; Movement across membranes/Ψw</b> <b>8</b>		
<b>4</b>	1/28	Transporting materials in plants <b>9</b>		Blood pressure and writing tutorial 2
	1/30	Transporting materials in Animals <b>10</b>		
	2/1	Transporting materials in Animals <b>11</b>		
<b>5</b>	2/4	Transporting materials in animals <b>12</b>	<b>Homework #2</b> <b>due Wednesday</b> <b>by 5pm</b>	Student Investigation: planning
	2/6	Transporting materials in animals <b>13</b>		
	<b>2/8</b>	<b>Midterm 1</b>		
<b>6</b>	2/11	Obtaining energy and nutrients in plants <b>14</b>		Data Analysis and writing tutorial 3
	2/13	Obtaining energy and nutrients in animals <b>15</b>		
	2/15	Obtaining energy and nutrients in animals <b>16</b>		
<b>7</b>	2/18	Presidential nutrient homeostasis <b>17</b>	<b>Homework #3</b> <b>due Wednesday</b> <b>by 5pm</b>	Student Investigation: data collection
	2/20	Animal nutrient homeostasis <b>18</b>		
	<b>2/22</b>	<b>Quiz 2 / Animal nutrient homeostasis</b> <b>19</b>		
<b>8</b>	2/25	Plants and light <b>20</b>		Student Investigation: data collection
	2/27	Auxin <b>21</b>		
	3/1	Plant development <b>22</b>		
<b>9</b>	3/4	Flowering <b>23</b>	<b>Homework #4</b> <b>due Wednesday</b> <b>by 5pm</b>	Fertilization & development
	3/6	Animal development <b>24</b>		
	<b>3/8</b>	<b>Midterm 2</b>		
<b>10</b>	3/11	Animal development /Nervous system <b>25</b>	<b>FINAL PAPER</b> <b>DUE MONDAY AT</b> <b>2 PM !</b>	Investigation presentations
	3/13	The nervous system <b>26</b>		
	<b>3/15</b>	The nervous system <b>27</b>		
<b>Exam Week</b>	<b>3/19</b>	<b>Final Exam TUESDAY March 19th</b> <b>10:15am</b>		

**This schedule is subject to change upon the discretion of the instructor.**

## Course Overview

The purpose of this class is to invite students to join the scientific community in our quest to use experimental data to increase our understanding of how life works.

This course is about plant and animal physiology and development. We study the constraints set by geometry, the environment, and natural laws that dictate what organisms must accomplish in order to survive and reproduce. We study the forces and machinery that allow movement across membranes, enzyme regulation and kinetics, differential gene expression, and mechanisms of cellular computation and perception. We generate models of systems that organisms use to create homeostasis, which is an internal environment in which their individual cells can participate optimally in the process of meeting the challenges of life on earth. We also study how cells manage to take on specific and unique roles in the organism, which is the study of developmental biology.

Students taking the course will learn how to carry out epistatic analyses of various biological pathways and to interpret and generate complex graphical representations of data. Students propose, design, and conduct experiments on the physiology of long-range transport in plants or animals. They analyze the data they generate and write a scientific paper describing their work. This course is part of the introductory biology sequence, and has as a prerequisite Bi211. This course is itself a prerequisite for Biology 214 (but not 213) and for the introductory human physiology sequence.

## Course Prerequisites

The prerequisites for Bi 212 are C-, P, or better in Bi 211 and one term of Chemistry (111 or higher).

## Bi211-214 Sequence Goals

There are three major goals for the Bi211-Bi214 sequence.

**Concepts** The diversity of organisms on earth is awe inspiring, but so too is the commonality of all life. We will focus the course on a reasonably small set of concepts that will help us understand how all organisms work.

To succeed in this course, students will need to demonstrate a working understanding of these major concepts, and be prepared to apply their understanding to novel situations as well as to demonstrate comprehension of these concepts in the context of examples we discuss in lecture.

**Skills** It is important for all citizens to be scientifically literate, whether or not they are in a science profession. Part of science literacy is the ability to find, evaluate, and communicate or act on scientific information and issues. We will practice these skills in this course. We take a quantitative approach to the study of organisms, and the skills practiced include making sense of scientific data, evaluating experimental design, understanding and generating written and graphic representation of scientific data

**Science as a process:** We think that it is important for all people, not just professional scientists, to understand how science works. To learn to be a better scientist you will read scientific papers and discuss not only the findings, but also how science is conducted. You will practice scientific methodology by learning to test hypotheses (even in lecture), doing controlled experiments, and evaluating observational studies. The focus of this term will be experimental design, and how we obtain evidence to test a hypothesis.

## Bi212 Course Goal

Study the commonality of mechanisms used by plants and animals to meet the challenges of aquatic and terrestrial environments so we may derive or reveal the basic principles of physiology that apply to all organisms.

## Bi212 Course objectives

Students will:

...learn to use primary literature sources to obtain specific information that they can use to *generate models* of biological systems

...learn to *interpret* and *generate* complex graphical representations of data

...study several established models of the mechanisms used to maintain such aspects of organismal homeostasis as temperature regulation, metabolic rate regulation, blood flow regulation and plant gas exchange regulation to establish a pattern of what these processes have in common; to enable them to then *predict* how other aspects of homeostasis will be accomplished.

...learn to use single and double mutant phenotype data to *carry out epistatic analyses* and *generate models* of how physiological regulatory systems operate.

...learn and apply basic principles of enzyme kinetics to *predict* how the regulation of enzymes is used to maintain homeostasis in each of the covered physiological systems, and *identify* the types of regulation being used on the basis of experimental results.

...*Study* the regulation of metabolic processes in relation to all aspects of physiology to solidify students understanding of energy flow as a basic principle of life.

...Study the role of differential gene expression and developmental genetic pathways to *make or critique predictions* about how cells take on specific roles in multicellular organisms.

...Students investigate specific results of the experimental use of genetic constructs to alter or reveal gene expression patterns in plants and animals, and use this training to *make predictions* about the most likely outcome of experiments in which other constructs are used.

...learn to *generate hypotheses, carry out and modify experimental protocols, collect data, carry out statistical analyses, and generate papers* formatted and organized to be appropriate for a typical scientific journal.

## Course Format

**Lectures** (Monday, Wednesday and Friday, 10:00-10:50 in room **COL 150**)

You should be familiar with the assigned readings before coming to lecture. I ask lots of clicker questions and I typically encourage students to work together to answer them. Exams and quizzes are given during lecture hours except for the final exam. Sometimes we use more than just the lecture hall for exams.

*Clickers (Personal Response Systems)* Clickers will be used in almost every class to encourage participation and to provide valuable feedback to instructors and students. Each student is expected to purchase a clicker for use in this class. You should register your clicker on the course Canvas site. (If you've already registered your clicker *this term*, for another class, then you don't need to register it again.) Questions during lecture that require clickers will be multiple choice.

## Lab/Discussion activities

The lab/discussion is a smaller group that meets once a week for 110 minutes. The focus of this term's labs will be on designing experiments to test hypotheses related to physiology. Five of the ten labs will be devoted to designing, conducting, analyzing, and presenting experiments in physiology. See the section on Student Investigation Project for a more detailed explanation. Each laboratory exercise is introduced by a **Pre-lab** write-up. You should read both the pre-lab and the lab write-up before attending the lab session. The Pre-lab will introduce you to the topic to be covered in lab and help focus your thinking so that you will get more out of the laboratory. Pre-labs will prepare you for quizzes given in the lab, and are checked for completion by lab instructors at the start of labs. **We have labs in both K15 and K113 this term.**

## HW/Problem Solving Sessions (several sections to be scheduled during the term)

The single biggest problem students have in general biology is solving the kinds of problems presented in homework problems and exams. These are similar to the kinds of questions that biologists ask; many can't be solved by memorization of facts. In the problem solving sessions, we will go over homework problems and discuss ways to approach these problems. Although attendance is not required, we strongly encourage you to attend these sessions on a regular basis, or to regularly attend the office hours of one of the GEs or tutoring session of one of the Biology Tutors.

## Review Sessions (scheduled during the term)

Graduate students and Undergraduate Biology Tutors (BTUs) often volunteer to organize review sessions to help students prepare for quizzes and exams. *Review sessions are much more likely to be offered when office hours and biology tutoring hours are well attended.* The course instructor also often conducts review sessions during the week of an exam. We get access to large classrooms for these events. Review sessions are run on a question and answer basis. No new information is presented exclusively at review sessions. GEs and BTUs who participate will not have seen the upcoming quiz or exam.

## Office Hours:

The number of office hours offered for this class is very large. The course instructor offers around **15** office hours/week in addition to HW problem solving sessions. **PLEASE USE THEM!**

## Readings

### Textbook *Biological Science* by Freeman. Any edition.

The text should be used as a general reference throughout the three quarters of General Biology. Pertinent chapters are indicated in the schedule below; specific page assignments will be given as we proceed. The readings include background material useful to prepare you for lecture and for studying for exams. We don't expect you to remember all the details in this material. A good strategy is to read the material twice: the first time skim over it, concentrating on the major concepts; the second time read it more carefully, concentrating on the parts relevant to the homework, lectures, or labs. You may expect that exams will cover only the material covered in lecture, but the text will provide a context and an alternative method of explaining that material.

**Course Packet** This packet contains many of the handouts you will need during the quarter including Lecture worksheets, pre-lectures, lab handouts, the Student Investigation handout, and homework assignments. You should bring the packet with you to lab section. The packet will also be available on Canvas.

### **Articles:**

We will make available a set of assigned and a set of optional readings on our website. Our textbook provides plenty of information and covers a wider range of topics than we cover in all four semesters of this biology sequence. Textbooks in general fail to provide an idea of the evidence supporting the models we teach for how biological systems work, and the processes that lead to our understanding of how things work. They tend to simplify too much. Our assigned articles are designed to provide examples of the science methodology that leads to an understanding of the field, and to offer up to the minute coverage of topics that may not make it into textbooks for years to come.

## Grading

Course Component	Percent of Grade
Laboratory Activity Reports (5)	<b>5</b>
Pop quizzes (given in lab)	<b>1</b>
Homework assignments (4)	<b>10</b>
Clickers, in class activities & "self-tests"	<b>10</b>
Exams	<b>60</b>
• Midterm (2)	25
• Quizzes (2)	10
• Final Exam	25
Project	<b>15</b>
• proposal	4
• paper	8
• presentation	3

**Attendance at lab is mandatory. Missing multiple labs, or your presentation, without an acceptable excuse will result in a failing grade for the course.**

**Homework Assignments** There will be four homework assignments during the quarter. The homework will help you to learn the material from your readings, lectures and labs that we think is important and thus may be included on the exams. Homework assignments will have a Canvas based, computerized version that will be the graded form of the assignments. Paper based Homework will be used only to help you complete the Canvas assignment. I will hold HW sessions to help you understand these problems, and using this resource will almost certainly be worth your while. Solutions to the homework will be posted on the web by the afternoon of the due-date, so **late homework will not be accepted.**

You must do your own work on homework. Copied homework will be treated as academic dishonesty. It's not smart to cheat on homework anyway, the homework is there because if you can figure out these answers you'll do well on tests.

**Laboratory activities** Lab worksheets, either paper or electronic, will be turned in at the end of some labs. You will receive full credit for the laboratory activity reports (5%) if you attend lab and pass these in after a BULA or GE has checked them for you. Labs **cannot** be made up because they involve extensive setup of materials. If you miss a lab because of an illness, call or email your GE as soon as possible to see if you can attend another lab section. Missing labs without an instructor verified explanation may cost you additional course points. Two hour lab sections are **held in Klamath 13 and 15.**

**Student Investigation Project** You will conduct experiments on circulation in humans (blood pressure) and plants (transpiration). Your instructors have designed these experiments, and everyone in the class will collect data that will be pooled for analysis. In the 5th week, you will choose one of these systems to use for your investigation and you will prepare a proposal with 2 or 3 other students in your lab. Each group will carry out their investigation during the 7th and 8th week of the term and then communicate their findings in a paper and oral presentation. The project, worth 15% of your grade, consists of three parts: proposal (4%, group grade), a paper written by each individual (8%, individual grade), and a presentation (3%, group grade). Papers will be due as per the syllabus; late papers will not be accepted. Failure to write a paper will result in failing the class. The experiments you conduct will be of your own design. You will generate the protocol and design the control and experimental conditions. Each student must write his or her own paper. **You may not write them together.** All experiments are subject to the approval of the instructor. **You may not submit a paper you have submitted in a previous term.**

**Investigation Paper:** Once again, different papers are to be written by each student. You may not work together writing the paper. You are required to submit your paper to *Vericite*, located on the course Canvas site. *Vericite* checks your work for originality by checking it against published work and previous work submitted by Bi212 students.

**Pop Quizzes:** Unannounced quizzes will be given during some labs. These quizzes will cover material in the pre-lab and lab write-ups.

**Exams and grading:** There will be three exams (two midterms and a comprehensive final) and two quizzes. The exams will cover material from all aspects of the course including lectures, labs and readings. Exams will probe a deep understanding of the concepts and principles discussed, and an ability to apply the concepts to novel situations. **EXAMS CANNOT BE MADE UP. EVERYONE IS REQUIRED TO TAKE THE FINAL EXAM. BE CAREFUL WHEN MAKING TRAVEL PLANS AS THE FINAL IS ON **TUESDAY MARCH 19th** AND THERE WILL BE NO EARLY EXAMS AND NO MAKE-UP EXAMS.**

Exams are graded by Graduate Teaching Fellows under the supervision of the faculty. To promote consistency, one person grades the same question on all exams. If, upon receiving your exam back and reading the posted key, you think that you should have received more credit for an answer, submit your exam to your GE, along with a **WRITTEN EXPLANATION** of why you think your answer is correct, within **ONE WEEK** of getting your exam back. Your entire exam will then be re-graded by the people who originally graded it and by the faculty member and your new score will be used. If a simple addition error occurred, you may just take it to a GE.

**In and after class assignments:** We will use Canvas and iClickers to pose questions that can be graded by computer and provide you with pretty much instant grading and feedback as to your understanding of the material as it is presented.

*Clickers (Personal Response Systems)* **THESE ARE PART OF YOUR GRADE**

Clickers will be used in almost every class to encourage participation, monitor attendance, and to provide valuable feedback to instructors and students. Each student is expected to purchase a clicker for use in this class. We will register the clickers during lab in week 1 so be sure to have yours with you at that time. Questions during lecture that require clickers will most likely be multiple choice or true/false. Points will be earned for offering a response. More points will be awarded if the response is correct.

*Post-lecture "Self Tests" on Canvas* **THESE ARE PART OF YOUR GRADE**

Questions relevant to material covered in lecture will be posted at the end of each class. Canvas will grade them, provide the correct answers, and record your grades. These tests will be short, and will be available from the end of lecture to the start of the next lecture – so your time to complete them is limited. I usually call these "self tests" as you are not in class when you complete them.

**Website** Many items from the course will be posted on the **Canvas** based website, including lecture notes. However, a word of caution is in order. Servers occasionally crash and if this happens, the website will be inaccessible. **THUS, WE URGE YOU TO DOWNLOAD OR PRINT ANY MATERIALS OF INTEREST FROM THE WEBSITE WELL IN ADVANCE OF EXAMS. WE WILL NOT RESCHEDULE QUIZZES OR EXAMS BECAUSE THE WEBSITE IS INACCESSIBLE.**



### **Student, instructor, and staff conduct**

This syllabus is, in effect, an agreement about how all of us will carry out our duties and conduct ourselves this quarter. You should read this carefully and talk to us about it as soon as possible if you are uneasy with parts of this syllabus. We will work hard to make this course valuable to your learning. We welcome suggestions from you at any time about things you think could be done to improve the course. In return, we ask that you arrive at lab and lecture on time and stay until class is over without making unnecessary noise that could distract your classmates (please turn cell phones off). **Please put away and do not use your own computers, cell phones or other electronic devices during lecture or lab.** Computers are not a very good way for taking notes in biology courses and they are distracting to other students.

### **Academic integrity**

All students will be expected to adhere to the University's guidelines on academic integrity as outlined in the Student Conduct Code: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>. As detailed in the policy, academic misconduct means the violation of university policy involving academic integrity. This includes cheating ("any act of deception by which a student misrepresents or misleadingly demonstrates that the student has mastered information on an academic exercise that the student has not mastered"), and plagiarism ("using the ideas or writings of another as one's own.") The instructor has a zero tolerance policy for academic dishonesty. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

This doesn't mean you shouldn't talk with other students about what you are thinking or writing; it does mean that when you write something, it should be in your own words, not copied from someone else. We take this seriously and have sent several academic dishonesty cases to the Student Judicial Affairs Office. It is one of the least favorite parts of our job and it can have serious consequences for your academic career. Please don't be tempted to commit any of these offenses.

Resubmitting your work from previous terms is also academic dishonesty.

Since the use of iClickers in this course contributes to each student's final grade, in-class misuse of these devices may be considered as acts of academic misconduct; this includes the loaning your iClicker to a classmate who registers responses in your absence from lecture. If a student is caught using two iClickers, both that student and the owner of the loaned device will, at the very least, lose all clicker points for the term. The few points gained from such actions is not worth the risk of a misconduct charge.

**Lecture noise issues** Out of respect for other students, and in keeping with departmental policy, you should plan to arrive at class on time and to stay until class is over. If, on occasion, you do arrive late, please be considerate of others and enter quietly at a time and in such a way that you don't disturb other students. If you need to leave early, please sit near an exit so that you can leave without disrupting the class. **We ask that you not interfere with the ability of other students to learn by making noise when someone else (instructor or classmate) is talking.** In large classrooms student conversations about non-class related topics are reported *by students* to be among the largest barriers to their learning. As a community we need to reverse this trend.

### **Personal Emergencies**

We all have crises now and then. If you are having a problem that interferes with your ability to do the work in this class, please tell us about it as soon as you can. We are willing to give grades of incomplete or to make some kinds of special arrangements when the need is real **and** when you have done your best to deal with the situation and let us know about it in a timely manner.

**Diversity** Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

### **Discrimination and Harassment**

#### *Prohibited Discrimination and Harassment*

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

#### *Reporting*

The instructor of this class is a Student-Directed Employee. As such, **if you disclose to me, I will respond to you with respect and kindness. I will listen to you, and will be sensitive to your needs and desires. I will not judge you. I will support you.** As part of that support, I will direct students who disclose sexual harassment or sexual violence to resources that can help. **I will only report the information shared to the university administration when you as the student requests that the information be reported** (unless someone is in imminent risk of serious harm or is a minor). Please note the

difference between ‘privacy’ and ‘confidentiality.’ As a Student-Directed Employee I can offer privacy because I am not required to report certain information to the university. However, I cannot be bound by confidentiality in the same way that a counselor or attorney is. Confidential resources such as these means that information shared is protected by federal and state laws. Any information that I as a student-directed employee receive may still be accessed by university or court proceedings. This means, for example, that I could still be called as a witness or required to turn over any related documents or notes that I keep.

Please note also that I am required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](http://titleix.uoregon.edu).

#### *Mandatory Reporting of Child Abuse*

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. Child abuse pertains to individuals who are under the age of 18. This statement is to advise you that your disclosure of information about child abuse to the instructor may trigger my duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

#### **Safe Ride**

**541-346-7433 ext 2** [pages.uoregon.edu/saferide](http://pages.uoregon.edu/saferide)

Safe Ride is an **assault prevention shuttle** that works to provide free, inclusive, and accessible alternatives to traveling alone at night for **UO students, faculty, and staff**.

We are a schedule-ahead service and riders can (1) call once we open to schedule a ride with a dispatcher or (2) leave a voicemail on the day of their ride request. We do not call riders ahead of time to confirm due to capacity constraints, but riders are always welcome to call us to double-check that their ride was scheduled. We are a feminist, ‘for-the-students/by-the-students’ organization and operate out of the Women’s Center in EMU 12F.

Operating hours:

**Spring term**            Sunday - Thursday | 7p - midnight  
Friday + Saturday | 7p - 2a

**Summer term**        Sunday - Thursday | 9p - midnight  
Friday + Saturday | 9p - 2a

**Fall/Winter term**    Sunday - Thursday | 6p - midnight  
Friday + Saturday | 6p - 2a

Policy and rules:

1. We are a **schedule-ahead service**, we **do not call ahead**, and we can only wait for riders for 5 minutes at their pick-up time and location.
2. We only give rides to groups of **3 or fewer** to prioritize groups that are at higher risk.
3. We are a **free service** and do not accept tips.

## **Campus resources to support your learning**

**Academic Resources for Students** The Tutoring and Academic Engagement Center (Knight Library 4<sup>th</sup> floor; <https://apps.ideal-logic.com/uotutoring>) provides Individual tutoring (private-hire) available through the

Learning Specialists can help you with strategies for success in BI 212 and the sciences in general. You can work on time management, note-taking, effective study skills, etc. To make an appointment, call 541-346-3226 or schedule online at <https://engage.uoregon.edu/services/>

### **Class Encore study group for BI 212**

Do you enjoy studying with other people? Would you like to practice course concepts with additional help? Are you interested in learning strategies for academic success? If so, check out Class Encore, a Tutoring and Academic Engagement Center program that sets up small, structured study groups for challenging classes. The groups meet outside of class once a week for 50 minutes, weeks 2-10. Students gather to practice course concepts and study strategies with the assistance of a trained peer leader. Registration for Class Encore is FREE and open to ALL students enrolled in the class; each group is limited to the first 10-12 students who sign up. To register for a BI 212 study group, visit <https://classencore.uoregon.edu/>.

*Counseling Center* Call anytime to speak with a therapist who can provide support and connect you with resources. Located on the 2<sup>nd</sup> Floor of the Health Center (541) 346-3227

*Accessible Education Center* The University of Oregon is working to create inclusive learning environments. The instructor believes strongly in creating inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify us as soon as possible. You are also encouraged to contact the Accessible Education Center. If you are not a student with a documented disability, but you would like for us to know about class issues that will impact your ability to learn, we encourage you to come visit during office hours so that we can strategize how you can get the most out of this course. Located on the 1<sup>st</sup> Floor of Oregon Hall (541) 346-1155, email at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

*Center for Multicultural Academic Excellence (CMAE)* mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO

and beyond. We reaffirm our commitment to all students, including undocumented and tuition equity students. Located on the 1<sup>st</sup> Floor of Oregon Hall (541) 346-3479, [cmae@uoregon.edu](mailto:cmae@uoregon.edu)

The *UO Access Shuttle* is an on-campus ride service provided at no cost to students with conditions that limit mobility. More information and a sign-up form can be found on the parking & transportation department website: <https://parking.uoregon.edu/content/access-shuttle>.

### **Class Courtesy**

Please arrive in class on time. Late arrivals distract the instructor and the other students. Please turn off cell phones during the class meeting times. Use your laptop only for class activities when given approval by the instructor. Do not leave class early unless you have cleared it with the instructor in advance. Ask questions if you did not hear or understand something.

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter (or before) so that I may address you properly.

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Classroom courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Our classroom is a learning environment, and as such should be a safe, inclusive and respectful place. Being respectful also includes using preferred pronouns for your classmates. Disrespecting fellow students as well as combative approaches, tones and/or actions are not acceptable. Please make me aware if there are classroom dynamics that impede your (or someone else's) full engagement.