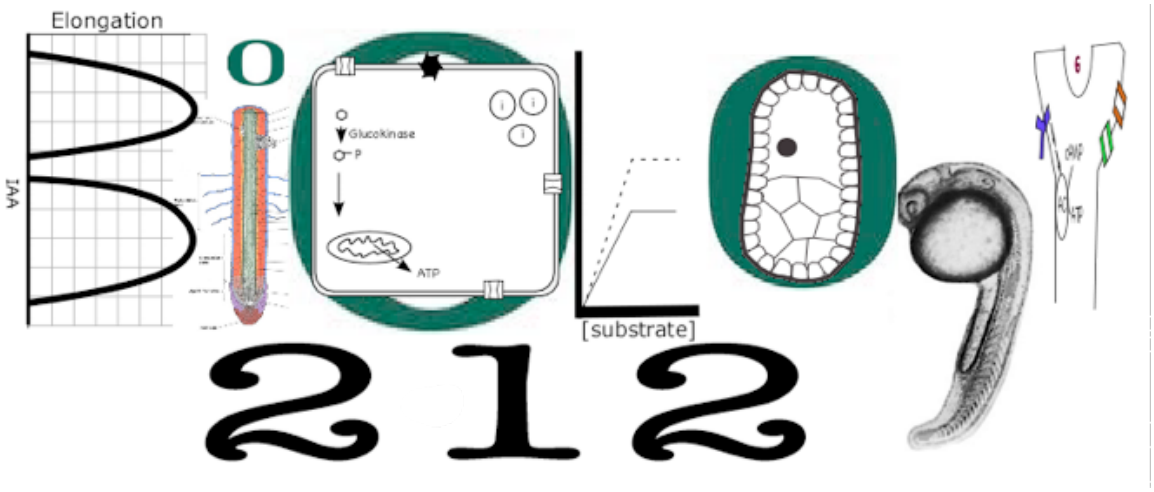
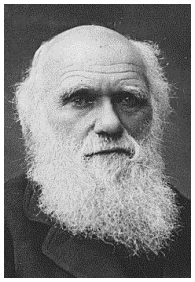
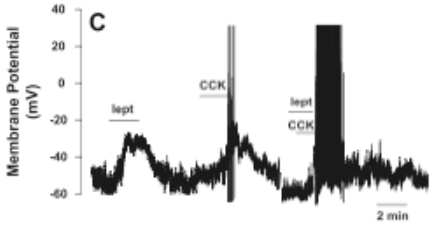


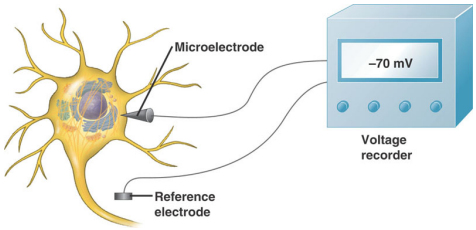
Bi212:Organisms

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 SUMMER 2022

Version 1

Bi 212 General Biology II: Organisms

For more information see our

Canvas based Website

Instructor: Mark Carrier, mcarrier@uoregon.edu

OFFICE: 160 WIllamette

Biology 212 Schedule Summer 2022

	Monday	Tuesday	Wednesday	Thursday
Week 1: Principles of Organismal biology	1. Driving force 2. Enzyme kinetics	3. Homeostasis 4. Metabolic thermogenesis *Lab1: The CFTR Channel*	5. Gene constructs **Reading: Saper paper** 6. Gene regulation	7. Plant development 8. Intro to Bulk Flow /Student projects Lab2: Enzymes
Week 2: Organismal Transport	9. Water potential and transpiration 10. Plant anatomy and phloem loading	11 Stomatal opening/closing 12. Serna Paper and epistatic analysis **Reading: Serna Paper** *Lab3: Transpiration*	13. Mammalian circulation 14. Heart rate	15. Hemoglobin 16. 212 topics in the literature *Lab 4: Blood Pressure & experimental design*
Week 3: Maintaining Homeostatic Conditions	MIDTERM EXAM	17. Plant nutrition 18. Animal nutrition *Lab5: Student project*	19. Digestion 20. Brush border cells and cholera/cystic fibrosis	21. Blood sugar 22. Iron and cholesterol **Goldstein and Brown Paper** *Lab 6: student project*
Week 4: Development and Neurobiology	23. Plant development 24. Plant responses to light	25. Animal fertilization 26. Animal development *Lab 7: Fertilization and Review*	27. Nervous System 28. Neurons Continued **Fruit fly paper**	FINAL EXAM ! In class, same time as lectures.

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

Required Meeting Times

Mondays, Tuesdays, Wednesdays, and Thursdays 8 am - 10 am in 191 ANS
Labs Tuesdays and Thursdays 10-12 or 12-2 in 112 ESL

Technological Requirements

This course requires that you use the Canvas website.

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.
541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote.

Grading

All published evidence supports the hypothesis that regular practice and frequent testing provide the best results in terms of student retention and learning. It is for this reason that I provide many low point value assignments.

Historically the grade a student receives in Bi212 has been considered a strong predictor of success in Bi214, upper division classes, and standardized tests including the GRE and MCAT. I do not know if grades in the class will correlate as well while the class is offered in remote format, but I am very confident that if you work hard and really master the skills and concepts we present, and learn to do those same set of things that generations of students have learned before you – that you will be well prepared for the next stages of your academic journey. I have taught a remote version of Bi212 twice before, and I have been very happy with the success of students in those terms.

The details of my grading system are published in the main pages of the syllabus. I may ADD grading options to what I have placed in the syllabus. If the grading system I have placed there in black and white ends up being the system that is to your greatest advantage, you can count on it getting you a grade with the standard 90% or better is some kind of A, 80% or better earns some kind of B conversion of course points to letter grade.

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 quantitiative 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 reprentation 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.

…apply concepts of equilibrium potential and driving force to a variety of physiological systems

Course Format

"Lectures" (Monday, Tuesday, Wednesday and Thursday, 8 to 10 am)
You should be familiar with the assigned readings before coming to a class. Exams and quizzes are given during lecture hours.

Lab/Discussion activities
The focus of labs will be to investigate the process of hypothesis driven science. Labs will be devoted to designing, conducting, analyzing, and presenting experiments in physiology. Each laboratory exercise is introduced by a **Pre-lab**. You should complete the pre-lab and read the lab 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.

Office Hours:
The number of office hours to be offered for this class is typically very large. I am not sure how to best deploy my time for maximum availability/access but I intend to spend lots of hours with you if want to use them. PLEASE USE THEM! In addition, we have Dr Non Chotewutmontri teaching labs andvery talented undergraduate teachers working with us this summer, and they will have plentiful scheduled times to offer you help. Our schedules will take into consideration your feedback early in the course, so publishing them here is not possible. Look to the Canvas site for that schedule.

Grades

In class assignments (clickers, etc)	**20%**
Lab Assignments	**15%**
Homework	**20%**
Midterm	**20%**
Final exam	**25%**

Calculating your grade
Ideally canvas would keep a running tally of your grade, but it cannot do so for Bi212 because many of our assignments offer the possibility of earning more than 100% of the points for that assignment. I provide a Microsoft excel template for you to download, into which you can enter your own grades and keep track of your own progress. But the class is designed to allow you to benefit from progress – so rather than calculating your grade with any frequency – I recommend that you spend that time on the next assignment instead.

Readings

Journal articles:

We will make available a set of assigned and a set of optional readings on our website. Any textbook provides plenty of information and covers a wider range of topics than we cover in all four semesters of this biology sequence. But 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. They tend to cost 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. I don't list the articles until the course begins because I often switch out intended papers with even more recently published articles.

Instructor Notes:

I create notes for every distance lecture that become available after that lecture assignment is due. These explain the reasoning behind answers to many of the questions in the assignments, but also a thorough coverage of the content provided in that lecture. These notes and the assigned papers are the reading material most appropriate for you to focus upon when you student for the class

Supplementary content videos:

We have made screencast videos of the important content and themes of the class that you might use as a video textbook. During on campus terms most dedicated student watch these videos before coming to class, allowing us to focus on the application of that content during class.

Any recent biology textbook would be an acceptable source of background information for Bi212, but I do not assign a textbook. I do provide a list of pages relevant to our class topics for the textbook historically used in Bi211 and Bi213. In the most recent term of Bi211 a free online text was used. It doesn't cover Bi212 course content at the depth required for our class, but it provides an excellent background for some topics.

The Textbook this sequence once used *Biological Science* by Freeman, Any edition.
The text can be used as a general reference throughout the four quarters of General Biology. Pertinent chapters are indicated in the readings document, 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.

Grading

Homework Assignments There will be daily homework assignments, each due before the next class period. These will be canvas-based assignments, reviewing the content of the course up until that point, and focused on the topics of a given day. I'll use old quiz and exam questions so that these best prepare you for the high point value
Solutions to the homework will be posted on the web just after 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.

THESE ARE PART OF YOUR GRADE

Laboratory activities and the Student Investigation Project
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 **Esslinger 112.**
The student investigation project will be carried out during labs as well.

THESE ARE PART OF YOUR GRADE

Exams: There will be two exams (a midterm and a comprehensive final), I might add one quiz. 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 THURSDAY AUGUST 11TH AND THERE WILL BE NO EARLY EXAMS AND NO MAKE-UP EXAMS**.

THESE ARE PART OF YOUR GRADE

Evidence Based Teaching

Frequent testing
All published evidence supports the hypothesis that regular practice and frequent testing provide the best results in terms of student retention and learning. It is for this reason that I provide so many low point value assignments.

Backward design
The assignments in this class include challenging problems that ask you to analyze novel situations beyond those presented in class. The material presented in class and in our many other resources (video and written) is designed to give you the skills to make the inferences and carry out calculations to succeed with these questions. I start with the goals of the course, then generate assignments that assess students on the basis of those goals, and only then create content to prepare students for the tasks I assign.

Practice
In class I will try to show you experimental results and ask you to analyze them as a mechanism for understanding both how the biology works and how research reveals how the biology works. The in-class clicker assignments serve many functions, but not least is to provide lower stakes, time constrained challenges to prepare you for quizzes and exams. I hope that you will interact loudly with your classmates while answering clicker questions and form working relationships that blossom into friendships. I hope you will make use of our wandering TAs who would love to help you answer these questions. And ultimately I hope you will embrace this process of thinking like a scientist.

Why make the effort?
Historically the grade a student receives in Bi212 has been considered a strong predictor of success in Bi214, upper division classes, and standardized tests including the GRE and MCAT. I do not know if grades in the class will correlate as well with subsequent success in the future, but I am very confident that if you work hard and really master the skills and concepts we present, and learn to do those same set of things that generations of students have learned before you – that you will be well prepared for the next stages of your academic journey.

From effort to grades
The details of my grading system are published on a previous page. I may ADD grading options to what I have placed in the syllabus. If the grading system I have placed there in black and white ends up being the system that is to your greatest advantage, you can count on it getting you getting a grade with the standard 90% or better is some kind of A, 80% or better some kind of B conversion of course points to letter grade.

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 conferences on time and stay until class is over without making unnecessary noise that could distract your classmates.

Academic Integrity

Students will be expected to adhere to the University's guidelines on academic integrity https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code.
Academic misconduct is a serious concern that threatens the value of the degree you are working hard to earn. Your education is expensive, you should behave in ways that do not reduce the value of your degree for you and for your peers. Dishonesty has become rampant in political discourse, and as a nation we have failed to counter dishonesty with consequences. I believe honesty is our responsibility, yours and mine. You owe it to me and to your peers and to yourself to follow the conduct code, and we owe it to all of us to discover and report misconduct. I have a zero-tolerance policy for academic dishonesty, and I will suggest that students who are discovered to have engaged in cheating will, in accordance with University regulations and procedures, receive a failing grade for the course.

Having the record of academic dishonesty on your record for even a single class is a penalty that will outweigh any gains you think you have accrued in all of your classes.

Finally, you do <u>not</u> have permission to post any course related material on private or public websites (i.e. Chegg, GroupMe, CourseHero, Discord etc.). Doing so violates both University conduct policy and copyright law. I will vigorously investigate the source and use of all Bi212 material found on such websites.

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work.

I encourage group work on the non-test assignments. But this does not include using websites outside of those provided through Canvas.

- **University definitions of Academic Misconduct**

a. Assisting in the commission of academic misconduct: Any intentional action that helps, or is intended to help, another engage in academic misconduct.
b. Cheating: Unauthorized collaboration, accessing, or using of unauthorized materials, information, tools, or study aids.
c. Fabrication: Making up data or results and recording, reporting, or using them as authentic.
d. Multiple submissions of work: Using or submitting the same or substantially the same academic work for credit more than once, unless specifically authorized by the instructor of record for the course in which it's being submitted for credit. If authorized, appropriate disclosure and citation is required.
e. Plagiarism: Presenting another's material as one's own, including using another's words, results, processes or ideas, in whole or in part, without giving appropriate credit.
f. Unauthorized recording and/or use: Recording and/or dissemination of instructional content, or other intellectual property, without the express written permission of the instructor(s), intellectual property owner or the Accessible Education Center.

Class Courtesy

Please arrive to 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. 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.

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. 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 or 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.

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.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Resources for Students The Tutoring and Academic Engagement Center (Knight Library 4th 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/

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 1st Floor of Oregon Hall (541) 346-1155, email at 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 1st Floor of Oregon Hall (541) 346-3479, cmae@uoregon.edu

Reporting Obligations

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Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number)."

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time."

Accessible Education

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 in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.. 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.

Academic Misconduct -

The instructor has a zero tolerance policy for academic misconduct. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. **Posting course material including videos, lecture notes, problems, and solutions, on any platform that is not officially affiliated with the course is prohibited and will be treated as academic misconduct and reported to the Dean of Students Office.** Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students 'obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: https://blogs.uoregon.edu/basicneeds/food/

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the "Student Religious Accommodation Request" form prior to the end of the second week of the term.