

## **1. Course Information**

The winter version of this course is offered in a Blended format:

- Lectures: All lecture content will be asynchronous through the OWL site
- Tutorials: There will be four (4) in-person tutorials with asynchronous instructions provided through the OWL site. Tutorials will require asynchronous preparation in advance of the in-person sessions.
- Tests: There will be three (3) in-person tests (covering lecture and tutorial content) that will take place during the scheduled lecture times for the course (Fridays, 3:30-5:00pm) and one (1) in-person 3h Final Exam during the final exam period.

Please note, not reading the syllabus is not a basis for appeal. You are expected to read the full syllabus at the beginning of the course.

### **List of Prerequisites**

Biochemistry 2280A (50% or greater)

Unless you have either the prerequisites for this course or written special permission from your Dean's Designate (Department/Program Counsellors and Science Academic Counselling) to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites.

## **2. Instructor Information**

### **Instructor**

Dr. Daniel Jeffery (he/him)  
Department of Biology  
[bio2581@uwo.ca](mailto:bio2581@uwo.ca)

### **Q&A/Office hours for Dr. Daniel Jeffery**

See Zoom section in OWL for links to each session.

These are open, group office hours. Students can use these office hours to discuss course material or to answer questions on Genetics in general (like, what can I do with an education in

Genetics?). Given that these are open, group meetings, we do not discuss private issues (e.g., health or mental health), which should instead be discussed with an Academic Counsellor.

### Posting to the Forums

We encourage students to post questions to the forums, to discuss and answer peer questions when possible (or second them), while maintaining a collegial, polite and professional learning environment. The Instructor and/or TAs will monitor the forums and typically provide answers/confirmations/corrections (as needed) within 1-2 business days.

To improve access to the forums, they are broken into sections:

- For lecture material they are broken down into Lessons and Topics.
- Forums for the four tutorials are provided at the end of the list of forums.
- The tests are broken down into Tests 1-3: these forums will appear only after the writing period for that test has finished, please do not post about test questions until after the testing period has closed.

Please make sure that you post your question to the correct sub-forum. This will help students finding the posts for specific portions of the course and help us answer your queries. Please include your question as the title of your post.

### Course e-mail protocols

Please use [bio2581@uwo.ca](mailto:bio2581@uwo.ca) for *personal queries* related to the course (this will go to the course instructor).

Email should **only** be used for questions related to the course that are *specific only to you* (e.g., something related to your individual grade, academic accommodations, etc). Course-content related questions should be posted in the appropriate forums.

Please use your Western (@uwo.ca) email addresses and provide an **informative subject heading** that includes “**Bio2581**” or it may be filtered as spam.

## 3. Course Description, Learning Outcomes, Schedule, Delivery Mode

### Course overview:

Biology 2581B is an introduction to Genetics. Genetics at its most basic level is the study of genome sequence variation. This course is about identifying and classifying genome sequence variation and using this variation to track transmission of genetic information, to identify

important genomic information and to genetically dissect biological processes. This course will be a blended course, with asynchronous lecture content delivered by video on OWL and in-person TA-led tutorials. The tutorial activities will enable you to engage with each other and your TA, while applying the concepts presented in the lecture material.

### **Course learning outcomes:**

Upon successful completion of this course, students should be able to:

1. Describe the mechanisms by which an organism's genome is passed on to the next generation, including bacteria, single-celled eukaryotes, animals and plants
2. Explain the molecular basis for how genotypes affect phenotypes
3. Analyze genomic data to identify sequence variation, functional DNA elements and predict gene functions
4. Interpret phenotypic data from genetic crosses to calculate probabilities of inheriting a trait, classify alleles, and determine gene functions
5. Calculate genomic and genetic metrics associated with genome coverage, recombination and map distance
6. Compare different types of mutations and describe their effects on genes, mRNA, proteins, and organisms as a whole
7. Relate and connect key concepts, such as transmission genetics, genotype/phenotype, and gene linkage, to the study of human genetics

### **Course delivery:**

Lecture material will be delivered asynchronously. The material will be provided in the course OWL site in four major blocks.

Tutorials will cover mainly lecture material with specific instructions provided on OWL asynchronously along with the release of the three-week blocks. There will be a total of four 50-minute in-person tutorials, led by your Teaching Assistants, one for each three-week block. Your tutorial Section Number will determine which weeks (Week A\* or Week B\*\*) you will have your in-person tutorial session. See the Schedule below.

Regularly scheduled Synchronous Zoom Q&A/Office hours are available with Dr. Daniel Jeffery (see above).

Teaching assistants will also be available to answer your questions and clarify content through the OWL forums and during their in-person sessions. Please note that while the TAs are good resources for information and explanation, we do not accept appeals with statements like “but that is what my TA said”.

**Contingency Plan:** The tests and tutorials for this course will be delivered in-person, however in the unlikely event of any university-declared emergency, some or all of these course components may be required to be delivered online, either synchronously or asynchronously. **The grading scheme will not change.** Any assessments affected will be conducted online as determined by the professor.

**Schedule:**

\*Week A tutorial Sections: 3–20

\*\*Week B tutorial Sections: 22–39

See your academic timetable (or the Tutorials Overview page in OWL) for the specific times & locations associated with your tutorial section

**Course schedule overview**

Block	Week	Date	Description	Tutorial
1	Week 1	Jan 8-12	<b>Introduction and the tree of life:</b> <ul style="list-style-type: none"> <li>Genome sequence variation</li> <li>Origin of eukaryotic genomes</li> </ul>	Tutorial 1 prep. Topic: Transmission of genetic information at cell, organism and species levels—flow chart
	Week 2	Jan 15-19	<b>Genome sequencing:</b> <ul style="list-style-type: none"> <li><i>(Biochem review – sequencing)</i></li> <li>DNA as information</li> <li>Genome sequencing methods</li> <li>Contigs and gaps</li> <li>Assembly of scaffolds</li> <li>Reference genome</li> </ul>	Tutorial 1 Live Session <u>Week A Sections</u>
	Week 3	Jan 22-26	<b>Genome annotation and variation</b> <ul style="list-style-type: none"> <li>Genome annotation</li> <li>Transcriptome</li> <li>Proteome</li> <li>Comparative genomics</li> </ul>	Tutorial 1 Live Session <i>Week B Sections</i>
		Fri, Jan 26, 3:30-5:00pm	<b>Test 1:</b> Covers mainly material from Weeks 1, 2 & 3, including Tutorial 1	
2	Week 4	Jan 29-Feb 2	<b>Origin of sequence variation</b> <ul style="list-style-type: none"> <li><i>(Biochem review – DNA damage and repair)</i></li> <li>Types of mutation</li> <li>Origin of change</li> <li>Transposons</li> <li>GWAS</li> </ul>	Tutorial 2 prep. Topic: Classifying the diversity of mutations/alleles and their phenotypic impacts—mind map
		Fri, Feb 2, 3:30-5:00pm	<i>Makeup Test 1 (requires Academic Consideration)</i>	
	Week 5	Feb 5-9	<b>Allele classification</b> <ul style="list-style-type: none"> <li>Mendelian and sequence-based classification systems</li> <li>Functional classification of alleles</li> <li>Allele classification in cancer genetics</li> </ul>	Tutorial 2 Live Session <u>Week A Sections</u>

	<b>Week 6</b>	Feb 12-16	<b>Regulation of gene expression in bacteria and eukaryotes</b> <ul style="list-style-type: none"> <li>• (Biochem review – transcription)</li> <li>• Regulation of gene expression</li> <li>• Genetic analysis of the regulation of gene expression</li> <li>• Analysis of regulatory sequences</li> <li>• Regulation at the level of splicing and translation</li> </ul>	Tutorial 2 Live Session <i>Week B Sections</i>
		Fri, Feb 16, 3:30-5:00pm	<b>Test 2:</b> Covers mainly material from Weeks 4, 5 & 6, including Tutorial 2	
	<b>Reading week</b>	Feb 19-23		
<b>3</b>	<b>Week 7</b>	Feb 26-Mar 1	<b>Genetics screens and making mutants</b> <ul style="list-style-type: none"> <li>• Forward genetics</li> <li>• Reverse genetics and transformation</li> <li>• RNA interference and miRNA</li> <li>• CRISPR</li> </ul>	Tutorial 3 prep. Topic: Reviewing the material—muddiest point, practice question design & Quiz
		Fri, Mar 1, 2:50-5:20pm	<i>Makeup Test 2 (requires Academic Consideration)</i>	
	<b>Week 8</b>	Mar 4-8	<b>Epistasis and developmental genetics</b> <ul style="list-style-type: none"> <li>• Epistasis</li> <li>• Developmental genetics</li> <li>• Evolution and development</li> </ul>	Tutorial 3 Live Session <u>Week A Sections</u>
	<b>Week 9</b>	Mar 11-15	<b>Epigenetics and microbes (horizontal gene transfer in bacteria)</b> <ul style="list-style-type: none"> <li>• Mechanisms of epigenetics</li> <li>• Examples of epigenetics</li> <li>• Microbes/horizontal gene transfer in bacteria</li> </ul>	Tutorial 3 Live Session <i>Week B Sections</i>
		Fri, Mar 15, 3:30-5:00pm	<b>Test 3:</b> Covers mainly material from Weeks 7, 8 & 9, including Tutorial 3	
<b>4</b>	<b>Week 10</b>	Mar 18-22	<b>Sex and meiosis</b> <ul style="list-style-type: none"> <li>• Recombination and negative interference</li> <li>• Tetrad analysis in fungi</li> <li>• The proposal for the formation of heteroduplex DNA and the role of the synaptonemal complex during meiosis</li> </ul>	Tutorial 4 prep. Topic: Mitosis vs Meiosis and Linkage vs Independent Assortment—problem-solving
		Fri, Mar 22, 3:30-5:00pm	<i>Makeup Test 3 (requires Academic Consideration)</i>	
	<b>Week 11</b>	Mar 25-29	<b>Chromosomal mutants</b> <ul style="list-style-type: none"> <li>• Chromosome deletions and duplications</li> <li>• Inversions and translocations</li> <li>• Aneuploidy</li> <li>• Polyploidy</li> </ul>	Tutorial 4 Live Session <u>Week A Sections</u> <i>*Fri Mar 29 is a holiday, so Fri Week A sessions will be shifted to <u>Mon Apr 8</u></i>
	<b>Week 12</b>	Apr 1-5	<b>Sex determination and behavioural genetics</b> <ul style="list-style-type: none"> <li>• Sex determination</li> <li>• Behavioural genetics</li> </ul>	Tutorial 4 Live Session <i>Week B Sections</i>
	<b>Week 12.5</b>	Mon Apr 8		Tutorial 4 Live Session *Fri Week A sections shifted to <u>Mon Apr 8</u>

	<b>Exam period</b>	TBD by registrar 3h	<b>Final Exam:</b> ~60% questions on material from Weeks 10, 11 & 12, including Tutorial 4; ~40% equally from all others	
	<b>Early May</b>	TBD 3h	<i>Final Exam Makeup (requires Academic Consideration)</i>	

## 4. Course Materials

**Textbook:** Benjamin A. Pierce, *Genetics a conceptual approach*, 7<sup>th</sup> edition. This is the textbook for the course, which contains content that will assist you in understanding genetics and build your knowledge. The textbook also contains some assigned questions.

The textbook is not strictly required, as we will not be testing material that is exclusively discussed within the textbook. However, we provide specific readings from the textbook to supplement nearly every lesson, enabling a deeper understanding of the material by providing additional examples to those discussed in the lecture videos, a second perspective, additional practice questions, and various additional learning tools that may significantly benefit your learning. The publisher also offers the online learning software Achieve as part of the textbook bundle, which you may find useful as another additional resource as it provides several useful tools including self-quizzing functions.

*Note that, depending on which version of the textbook you purchase, the page numbers may differ slightly, so we try to always provide the section headings to assist you in finding the relevant sections. While we are using the 7<sup>th</sup> edition for this semester, when possible, we have also indicated the page numbers corresponding to the 6<sup>th</sup> edition, which can be used as an alternative, if needed.*

### Notes on Lecture and Tutorial materials:

Most of the lecture content is found in videos. These videos are closed captioned using Microsoft Stream and subsequently checked and corrected for misspellings by a student. This process is not 100% effective and mistakes may remain in the transcripts. These mistakes may not form the basis of an appeal for hearing-able students. If mistakes are found by students in the course, an e-mail detailing them would be of assistance in their correction. The transcripts and slides of the videos are posted on the OWL site.

Reminder, the teaching assistants are good resources for information and explanation; however, we do not accept appeals with statements like “but that is what my TA said”.

Students are responsible for checking OWL on a regular basis (<http://owl.uwo.ca>) and staying up to date with OWL Announcements. This is the primary method by which information will be

disseminated to all students in the class. Not checking OWL or your e-mail account is not a basis for appeal.

All course material will be posted to OWL: <http://owl.uwo.ca>.

If students need assistance with OWL functionality, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

#### **Technical requirements:**

1. Stable internet connection.
2. Internet connection of a high enough speed in order to participate via Zoom, write online assessments and download course material.
3. Computer with working microphone (for participation in Q&A/Office Hours)

Not having the technical requirements may not be used as a basis for appeal.

## **5. Methods of Evaluation**

**The overall course grade will be calculated as:**

- Test 1 18%
- Test 2 18%
- Test 3 18%
- Tutorials 8%
- Final 38%

#### **Essential course requirements:**

Course-specific conditions that are required to pass the course are:

- All students must complete **at least two Tests** (worth 18% each) **and the Final Exam** (worth 38%)

Failure to complete the minimum will result in an incomplete for the course until the missing components can be completed (typically in the next iteration of the course, which requires approval through the academic counselling office) or failure of the course with a maximum achievable grade of 45%.

#### **Scheduled Tests:**

**Tests 1–3:** We schedule approximately tri-weekly assessments such that students do not fall behind and are not overwhelmed when coming to study for one or two large midterm tests. The Tests 1-3 are timed to be completed in 1 hour and 30 minutes or less. The tests are

scheduled to start at 3:30 PM on Friday afternoons during the scheduled course time; therefore, there should never be a conflict with another course. All Tests will be made up of ~25 questions, including mainly multiple choice with some fill-in-the-blank/multi-select/matching questions and one or two short answer questions. These will all typically be applications-based/problem-solving questions designed to test your ability to describe, explain, analyze, interpret, calculate, and compare the concepts outlined in the course learning outcomes (see Section 3 above) and the weekly learning objectives provided for each lesson in OWL. The Tests are not cumulative, covering mainly content from the three weeks of the associated lesson block and tutorial. However, since many of the concepts in later weeks build on the concepts in the earlier weeks (or first year Biology), you can expect terms from previous material to appear in the Tests even if they were not explicitly re-taught during that lesson block.

**Makeup Tests:** For all three tests, a makeup test of the same value and format are scheduled one week after the original test. To write the makeups, you must obtain Academic Consideration from your academic counsellor. Note, you may write the makeup even if your approval is still pending, but the grade will only be counted if your academic consideration is eventually approved.

**Proctoring:** All tests and the final exam will be written individually, closed book, with no aids except a non-programmable calculator. Although we acknowledge that the majority of students are not tempted to engage in cheating, we are nonetheless required to monitor for cheating to maintain the integrity of the marks in the course. We will monitor all three tests and the final for cheating and will collect evidence of cheating to pursue an accusation of academic misconduct, should the case arise. Remember that cheating is an academic offence that can lead to expulsion from the university. Also, professional schools often ask you to release your Western academic file upon applying. Although some students may find cheating a tempting option, the downsides of cheating outweigh any benefits.

**Access to test results:** Access to test results is an important tool for learning. In this course, after the test and makeup test have closed and marks are collated, you will be given access to your answers, the test questions, and the correct answers. Note that we can only grade based on the work you provide. As such, we cannot accept appeals that you accidentally put the wrong version of the exam on the test sheet or that you mistakenly filled in the incorrect bubble for multiple choice questions. Please be careful when completing your assessments.

### **Tutorials:**

Each tutorial you complete to a satisfactory level will earn you 2% on your final grade, for a total of 8%. In addition, approximately 6-8% of questions in the Tests and Final Exam will directly address the concepts covered in tutorials.

### **Final examination:**



The Final Exam is a 3h test consisting of ~50 questions in the same format as the Tests but worth 38% of the final grade. The Final Exam is cumulative with ~60% questions on material from Weeks 10, 11 & 12, including Tutorial 4, and ~40% equally from all others. It will be scheduled by the registrar's office during the final exam period. For those who miss the exam for legitimate documented reasons, a makeup exam of the same format will be scheduled in May, **subject to academic consideration approval**. Failure to write the final exam makeup on this date, again **subject to academic consideration approval**, will require the student to write the final examination the next time the course is offered.

### **What can you have during the tests and final examination?**

You will need a pen, pencil and a calculator. No other aids are permitted.

### **Academic appeals:**

The dates for receiving appeals of Tests 1-3 follow the Senate guidelines: A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the department within three weeks from the date that the mark was issued.

### **Course grades:**

We follow the Senate grade description below.

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

### **Requests for grade adjustments:**

We do not consider requests for grade adjustments based on you not meeting a threshold mark that affects your GPA, future applications, module requirements, pass/fail, or other aspiration-associated issues. To be fair to everyone, we can only mark you based on the merit of your performance in the course assessments. We do not offer alternative/extra assessments beyond those provided to all students in the class. The mark you earn in this course is your responsibility and yours alone and all students are given the same opportunities to earn grades as all other students in the class.

Following university senate guidelines, for Final Grades with decimals of 0.45 or higher, we will round up to the nearest full integer. Anything below 0.45 is rounded down.

However, if you believe you have detected an *error* in the calculation of your test, tutorial, final exam, or course grades, please don't hesitate to let us know as soon as possible at [bio2581@uwo.ca](mailto:bio2581@uwo.ca)

## 6. Student Absences

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

### **Assessments worth less than 10% of the overall course grade:**

If you miss one or two of the Tutorials (worth 2% each), you do not need to provide documentation for your absence or, indeed, any justification. For up to two tutorial absences, the 2% will be automatically re-weighted to the associated Test or Final Examination (e.g., if you miss Tutorial 1, the 2% for Tutorial 1 will be automatically re-weighted to Test 1. If you miss Tutorial 2, the 2% will be re-weighted to Test 2. If you miss Tutorial 4, the 2% will be automatically re-weighted to the Final Exam, since there is no Test 4). However, absences beyond two, will receive a mark of zero unless all of the tutorial absences are approved for academic consideration from the academic counselling office.

### **Assessments worth 10% or more of the overall course grade:**

If you miss one of the term Tests, you must provide valid medical or supporting documentation to your academic counsellor to obtain academic consideration to be eligible to write the Makeup Test, otherwise, you will receive a grade of 0 for that Test.

**\*You do not need to email the course instructor** pending approval or after receiving approval because the Makeup for each Test has already been arranged and you will receive a general announcement with writing locations during the week following the original test (see course schedule). As noted above, you may write the Makeup while awaiting approval, but the grade will only be counted if your academic consideration is eventually approved. The course instructor will automatically receive notification of your approval, so you do not need to send an additional email unless the grades have been returned and you erroneously received a zero.

If you obtain academic consideration for both the original Test and the Makeup, it will be re-weighted to the Final Exam. However, if you miss *more than one Test (and the associated Makeups)*, you will not be eligible to complete the course (see "Minimum percentage of the course assessments required to pass", Section 5), so you will need to complete the missing

course components in a future iteration of the course, pending academic consideration approval. For further information, please consult the University's medical illness policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

The Student Medical Certificate is available at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

### **Absence from Final Examination**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

**\*You do not need to email the course instructor** pending approval or after receiving approval because the course instructor will automatically receive notification of your approval from the academic counselling office. We will then add you to the list of those writing the Special Exam and change your final grade in OWL to SPC until you have completed the Special Exam. You will receive a general announcement with the date/time and writing locations for the Special Exam during the first week of May, at the latest.

## **7. Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

### **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **8. Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, <http://www.uwo.ca/its/identity/activatenonstudent.html>, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

**Computer-marked multiple-choice tests and exams** may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Copyright infringement:** All video and assessment material posted to this OWL site are the intellectual property of Dr. Anthony Percival-Smith or Dr. Daniel Jeffery and are made available to students registered in the course for their use alone. This means the material is not yours to do with as you like. It is a copyright infringement to post material, for profit or not, to another site without the express permission of the copyright holders Dr. Anthony Percival-Smith or Dr. Daniel Jeffery. Copyright infringement is theft and will be treated as such under the Western code of conduct, which can result in expulsion from the university. In addition, copyright infringement is illegal in Canada.

**Some of the remote learning sessions for this course may be recorded.** The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

**Artificial Intelligence (AI) tools:** For this course, you are welcome to utilize AI programs, such as ChatGPT, DALL-E, etc., as learning aids for idea generation, clarification and further exploration of concepts, and as a tool to help you complete your tutorial assignments. However, it is important to exercise caution and critical thinking when using AI-generated content and you should be aware that material generated by AI programs may contain inaccuracies, omissions, or offensive content. It is your responsibility to double-check and verify the information generated to ensure its accuracy and appropriateness, as you will be fully responsible for any work you submit. You should be prepared to explain (verbally or in writing) the meaning behind your work and how you completed it. Remember that AI tools can be used to supplement your learning process, but they should not replace your independent thinking, analysis, and creativity. Put simply, AI-generated content is not explicitly forbidden in your tutorial submissions. However, it is essential to thoroughly understand the work being submitted to accurately answer related questions during tests and exams, where only a calculator is allowed as an aid.

**Scholastic offences** are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Completion of this course will require you to have a reliable internet connection and a device that meets the system requirements for Zoom. Information about the system requirements are available at the following link:

<https://support.zoom.us/hc/en-us>

\*Please note that Zoom servers are located outside Canada. If you would prefer to use only your first name or a nickname to login to Zoom, please provide this information to the instructor in advance of the test or examination.

### **Professionalism & Privacy:**

Western students are expected to follow the Student Code of Conduct. Additionally, the following expectations and professional conduct apply to this course:

- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- All recorded sessions will remain within the course site or unlisted if streamed

## 9. Support Services

Please visit the Science & Basic Medical Sciences Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters:

<https://www.uwo.ca/sci/counselling/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Student Development Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital

Student Experience website to manage your academics and well-being:  
<https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## 10. Strategies for Successful Online Learning

### Approach to online courses

You can treat an online course like a traditional, in-person course. Start the term by reviewing the course syllabus, including the learning outcomes and objectives, as these indicate what you are expected to know, value, or be able to do at the end of the course. In order to successfully complete the course, be sure you know all the course requirements, including technology, assessment, and participation. You will need to dedicate a significant amount of time to your course and the requirements that you are expected to complete.

### Be accountable

At the beginning of the term create a major goal for your course(s). Write the goal down, keep that piece of paper close to your workspace so that you see it and are reminded of it often, and share the goal with others. The online learning process requires a great deal of self-discipline, working at your own pace, commitment and creating your own work environment. You are expected to login to OWL and your UWO email on a regular basis, as well as check for information or updates on other sites specified by your professor. Throughout the term, be sure to review your course material, summarize lecture and textbook material, revise your plan as needed, and repeat.

To watch recorded content, you may want to form a study group that watches the material together (over Zoom) such that you are accountable to other people. Taking in the material is the first step in learning the material.

### Maximize your productivity

In your plan and schedule, be sure to include time for both academic and non-academic tasks. Schedule academic tasks during the time of day that you feel most productive (morning, afternoon or the early evening), and be sure to include non-academic tasks, such as sleeping, eating, exercise, being outdoors. These are essential for your wellness and are advantageous for your courses. Also, check in with your classmates, teaching assistants, and professors on your progress, and ask for help when needed.

### Create a study space

You want your study space to be distraction free. Ideally, it's great to have a space dedicated solely for studying, but if you are using a multi-purpose space, identify blocks of time that you need it and hopefully others will respect your time to focus on your courses and coursework. Reducing distractions

by having an organized study space is helpful. When you sit down to work have everything that you need, such as laptop, textbook, notebook, pen, glass of water, and a snack. This will allow you to sit down and focus on your work and reduce the number of times you have to get up to gather items.

### **Tips for conquering online classes**

Do you want to know how to be successful in an online course? Here are the study tips you need.

#### **Treat It Like a ‘Real’ Class**

Online classes are still classes. You need to have the discipline to sit down and say, “I am going to work on this”, as well as the dedication to actually follow through.

Consciously choose to ‘show up’; absorb the content; schedule in assignments, lectures and tasks; and, set yourself up for success. Set daily goals and make checklists to help you succeed and work efficiently and independently. Have a ‘success’ mindset!

#### **Manage Your Time Carefully**

People generally do better in a structured environment. So why not make it even easier for yourself? Scheduling flexibility is very important to a lot of students. It is important to think of ‘flexibility’ as the right to create your own schedule, not to abandon schedules altogether.

Without a professor actively reminding you, it’s up to you to make sure you’ve allotted enough time to complete the work. You will be more productive by setting aside designated periods throughout the week to view lectures, do your readings and complete coursework.

If you’re having trouble holding yourself responsible, pair up with a fellow classmate or enlist the help of a family member to check in as an accountability partner.

#### **Have a Designated Study Space and Stay Organized**

Unfortunately, your bed is generally a bad place to do work! Set up a dedicated study space. By completing your work there repeatedly, you’ll begin to establish a routine.

Setting up a regular workspace or office will also help you stay organized. Knowing exactly where to find all your important dates, files, syllabi, books and assignments, will help keep you on track.

## **11. Equity, Diversity, Inclusion and Decolonization (EDID):**

**Land Acknowledgement:** I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands



connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. I acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and I accept responsibility as part of a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through my teaching, research and community service.

## **12. Acknowledgements**

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