<table>
<thead>
<tr>
<th>Lecture Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1 Mon Aug 27 | I. Introduction  
II. Unifying Principles in Ecology - Energy and the Laws of Thermodynamics. | Pages 4-19 Sec. 2.1-2.4 |
| 2 Wed Aug 29 | III. The Abiotic World | Term Paper Instructions |
| 3 Fri Aug 31 | A. The Earth - the physical template  
1. Internal energy - the molten sphere | iClicker quizzes start |
| 4 Wed Sep  5 | 2. Convection cells and continental formation - plate tectonics | Study Group Info due |
| 5 Fri Sep  7 | continued… | Term Paper Topic due |
| 6 Mon Sep 10 | B. The sun - the force sculpturing the physical template  
1. External energy and global energy flow | Pages 65-72 Sec. 14.3-14.4 |
| 7 Wed Sep 12 | Biogeochemical cycles I. - water | Pages 72-79 Sec. 14.5-14.6 |
| 8 Fri Sep 14 | 2. Heating of a globe - unequal surface temperatures, density gradients | Pages 20-22 Sec. 2.5 |
| 9 Mon Sep 17 | 3. Hadley cells  
a. Hadley circulation | Pages 83-89 Sec. 14.8 |
| 10 Wed Sep 19 | b. The Coriolis | |
| 11 Fri Sep 21 | continued… | |
| 12 Mon Sep 24 | c. The tilt of the earth's axis and seasons | |
| 13 Wed Sep 26 | d. The influence of land | Pages 83-89 Sec. 14.8 |
| 14 Fri Sep 28 | C. Climate  
1. Water and ocean currents  
2. Monsoons and climate | Term Paper – Final draft due |
| 15 Mon Oct 1 | 3. Ocean currents and climate feedback  
a. El Nino/southern oscillation: predictability  
b. Catastrophes and weather | Pages 95-100 Sec. 16.2 |
| 16 Wed Oct 3 | D. Earth history revisited  
Recent climate trends – glaciation | Pages 105-110 Sec. 16.4 |
| 17 Fri Oct 5 | E. Weathering  
1. Biogeochemical cycles II. - Carbon dioxide | Pages 113-125 Sec. 16.5 |
| 18 Mon Oct 8 | continued… | |
| Tues-Thurs | ********** Exam I Lecture topics 1-17 (testing center) ***** | |
| 19 Wed Oct 10 | 2. Biogeochemical cycles III. - Sedimentary cycles | Peer Reviews of final draft due |
| 20 Fri Oct 12 | 3. Climate and soil formation | Pages 103-105 Sec. 16.3 |
| 21 Mon Oct 15 | continued | Pages 221-226 Section 25.1 |
| 22 Wed Oct 17 | IV. The Biotic World  
A. The Ecosystem | Pages 228-230 Sec. 25.23 |
| 23 Fri Oct 19 | 1. Trophic structure | |
| 24 Mon Oct 22 | 2. Energetics | Pages 227-228 Sec. 25.22 |
B. Dynamics of a single species
1. Population growth and r
   a. Exponential model - difference equations
   b. Exponential model - differential equations

2. Population regulation
   a. Logistic models – differential equations
   b. The effect of time lags (difference eq.)
     i. Compensatory models
     ii. Over compensation
The effect of increasing r (chaos)
   iii. Depensatory models
c. Density dependence-independence
d. r-K selection

C. Dynamics of multiple species
1. Competition
   a. The niche

2. Predation
   a. The Lotka-Volterra equations
   b. Predator-Prey isoclines
   c. The co-evolutionary arms race
3. Communities
   a. Community patterns
   b. Communities over time: succession

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Thurs-Mon
********** Exam II Lectures 1-33 (testing center) **********

Wed Nov 21-Fri Nov 24  Thanksgiving Holiday

Wed Dec 12 ********** 2:30 PM – 5:30 PM Final Exam *** Comprehensive (classroom) **********

Instructor:  Dennis K. Shiozawa
Office:  401-B WIDB
Office Hours:  2 PM - 2:50 PM
Days: MW
Phone: 801-422-4972
Email: shiozawa@byu.edu

TA:  Riley Rackliffe
Office:  113 HRCB
Office Hours: 10:00 AM - 1:00 PM MW
Email: dr.r.coconut@byu.net

Text:  Required - McConnell Biology 350 - Brigham Young University (McGraw-Hill)
Other:  Required – iClicker (available in Text Department, BYU Bookstore)
Course Description:

Ecology is the study of inter-relationships between the physical and biotic components of the earth. This includes interactions of living organisms with the basic geological and geographical characteristics of the physical environment as well as the dynamics within populations and between species (communities).

Course Objectives:

Ecology has a dual definition in our society. One, followed by practicing scientists, focuses on interactions that take place within populations, communities, and ecosystems. The other blends concern for the environment with ecological concepts. My goal is to introduce you to the basics of ecology as a science and thus as a way of viewing the dynamics of the world. While we will focus on ecology as defined by ecologists, environmental issues are real and, in part, have been identified through ecological research. Therefore key environmental issues are integrated into the lectures, not as separate topics, but where appropriate as part of the course. For example the lectures on the importance of water (hydrological cycle) in the dispersion of absorbed solar energy include the role of El Nino with torrential rainfall and cyclic droughts. Climate effects will be discussed when the topic of biogeochemical cycles shifts to carbon cycles.

Ecology also establishes a basis for integrating past and future courses. A secondary objective is to develop a holistic framework from which genetics, physiology, cell biology, chemistry, geology, mathematics, and physics can be viewed. In addition it is hoped that you will begin to view the world differently. Not just as an ecologist, but that you will have a broader appreciation for, and understanding of, the variability in the environment around you.

Those of you who will not be pursuing a career in ecology will benefit from the insight afforded by understanding the ecologist's view of the world. The major problems facing mankind in the foreseeable future will be associated with degradation and modification of the environment. Environmental problems will directly impact your health and lifestyle. Invasions of economically destructive pests, emerging diseases and epidemics, landslides, and floods can all be interpreted in an ecological context. Environmental issues will increasingly take on an international context, becoming significant factors in international relations. Energy and the quest for energy will continue to impact public policy and that will impact the environment and your quality of life. You, as a citizen, will be involved in making decisions on whether or not, or how, to address these problems. An ecological perspective should at least augment your political and economic considerations when making decisions that have the potential to impact you and your family directly.

Those pursuing careers in health-related fields (e.g. dentistry, medicine, optometry, veterinary medicine) will benefit by understanding how human/animal health is influenced by the degradation of ecosystems. Exams for entrance into professional schools now include questions related to specific topics taught in this course. Those who will be teaching biological science in our educational system will be teaching many of the concepts and principles covered in this class.

The development of writing skills is a critical component of your education. The mental processes involved in researching a theme, organizing the information, analyzing, synthesizing, and then succinctly writing about your findings is an important way to solidify your understanding of a topic. In addition, the skills associated with critically and constructively reviewing the writings of others will not only improve the clarity of your own writing, but will help you develop skills in critical thinking. Therefore in this course you will both write a term paper and critically review the works of others, with the objective of not just helping you learn more about a select topic, but to both hone your writing skill and improve your ability to critically evaluate what you read.

Study Groups:

This class is a collaboration between the teacher and students in lecture and the students with each other. While we are not requiring that all of you be in study groups, we strongly encourage you to form a study group. Teaching your peers is a very effective way of learning. It not only helps you internalize the material, it helps you identify areas where your understanding is incomplete. It can also create lasting friendships. Your study group should have at least three members, no more than six. All members should participate fully and equally. If you want to be in a study group but do not know anyone in the class, a TA can help introduce you to a group. The study groups have 3 objectives.

1 - Collaborative research (as much as desired) for the term paper assignment
2 - Study/review of lecture notes and study sheets
3 - Exam preparation
Once you have formed a study group please inform Dr. Shiozawa of the members in your group. If you do not want to join a study group please let Dr. Shiozawa know that as well. We are compiling information on the effectiveness of study groups. You will receive 5 extra credit points for reporting this on time. Turn in a slip of paper with the names of those in your group, or that you choose not to be in a group on Sept 5th.

Course Attendance:
The topics covered in class build on one another, requiring continual integration of information from previous lectures. It is important that you attend as many lectures as possible (preferably all) so that you can benefit from the lecture structure. You cannot expect reading in our text or any other text to have sufficient material to substitute for lecture attendance. If you miss a lecture, your first source of information should be your study group. Ask them to teach you. Give them the opportunity to become instructors.

Exams:
Mid-term exams will be given in the testing center. The final will be in our classroom. Exam questions are usually short answer (short essay) or fill in the blank. Copies of old exams and keys to current exams are posted outside of room 147 WIDB. You should be able to draw and label diagrams as well as explain them. Some questions will expect you to apply the concepts learned in class to the analysis of unfamiliar situations, other questions will require that you use the basic quantitative skills discussed in class. Review sessions will be scheduled by the TA and Dr. Shiozawa before each exam.

Grading Criteria:

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<tr>
<th></th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Study group info</td>
<td>8 pts</td>
<td>Wed Sep 5</td>
</tr>
<tr>
<td>iClicker Questions</td>
<td>55 pts</td>
<td>Fri Aug 31 - Wed Dec 5</td>
</tr>
<tr>
<td>Term Paper topic</td>
<td>10 pts</td>
<td>Fri Sep 7</td>
</tr>
<tr>
<td>Term Paper – final draft</td>
<td>50 pts</td>
<td>Fri Sep 28</td>
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<tr>
<td>TA evaluation of final draft</td>
<td>up to 5 pts</td>
<td></td>
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<tr>
<td>Peer Review of final draft A</td>
<td>15 pts</td>
<td>Wed Oct 17</td>
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<tr>
<td>Peer Review of final draft B</td>
<td>15 pts</td>
<td>Wed Oct 17</td>
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<tr>
<td>Term Paper – Revised paper</td>
<td>50 pts</td>
<td>Fri Nov 9</td>
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<tr>
<td>TA evaluation of revised paper</td>
<td>up to 5 pts</td>
<td></td>
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<tr>
<td>Peer Review of Revised paper</td>
<td>15 pts</td>
<td>Fri Nov 30</td>
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<tr>
<td>Exam I</td>
<td>100 pts</td>
<td>Testing Center Tues-Thurs Oct 9-11</td>
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<tr>
<td>Exam II</td>
<td>100 pts</td>
<td>Testing Center Thurs-Mon Nov 15-19</td>
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<tr>
<td>Final</td>
<td>180 pts</td>
<td>In-Class Wed Dec 12 2:30 PM – 5:30 PM</td>
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<td><strong>Total Points</strong></td>
<td><strong>608 pts</strong></td>
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Note: Three points will be automatically subtracted for each day late for each of the assignments.

Quizzes:
The iClicker will be used to administer in-class quizzes. The quiz questions will be based on assigned readings (keep track of our current lecture topic). Be prepared for iClicker questions beginning Friday, August 31. Register your iClicker for this course as soon as possible with the following steps.
1. Go to iclicker.com/registration
2. Enter your first name, last name, BYU NetID, and the iClicker Remote ID number
3. If you do not know the iClicker Remote ID number, the BYU Bookstore Textbook Information Desk (3rd floor of the Bookstore) can scan your iClicker and retrieve your iClicker remote ID. You must take your iClicker with you to get it scanned!
4. Enter verification number/word provided by the web page
5. Press enter
6. Review information to verify and press submit
7. You will get a “Thank you. Your registration has been submitted” page

Sometimes iClickers die or are not remembered or become lost or the dog chews on it. If such an event occurs, record your answers on a piece of paper during class and give the paper, with your name and the numbers of the correct answers, to Dr. Shiozawa at the end of class. This option is available, ONCE.
How to get an “A”:
1. Study as a team, verbalize your thoughts, and quiz each other
2. Attend every class
3. Take careful notes
4. Read notes once a week
5. Come to pre-exam reviews
6. Do the worksheets
7. Complete the term paper drafts on time
8. Do the term paper reviews carefully and on time

Exam Re-grading policy:
1. If you have a concern about a graded assignment, check the key first.
2. Please follow these procedures if you decide to request a re-grade:
   a. Email Dr. Shiozawa identifying the problem and why your answer is correct, providing documentation (such as specific page numbers in the text).
   b. If you think you have a good reason for why your answer is incorrect you must explain your logic. Do not request a re-grade if you find that you have made a mistake.
   c. Suggest how the grade should be changed. For example, "Increase my score by 2 points." If you do not suggest what should happen, no change will be made.
3. Re-grade requests will not be honored after 5:00 pm one week after the exam has been returned.

WRITTEN ASSIGNMENT: Term Paper

Read the university’s policy and guidelines on plagiarism before you begin this assignment. Go to the “Honor Code” tab and click on “Plagiarism”. For example, if you cut and paste a section from an online source or science article, you should put it in quotes, indent it from the rest of the text, and correctly cite the source. This paper should be your own composition. Do not use someone else’s work as your own. Papers should not be composed predominantly of quotes.

Rationale behind requiring a term paper:
Few courses require writing yet most occupations will require that you write and/or critically review the writing of others. Reports, papers, manuscripts, and critical evaluations are a much larger part of a person’s employed life than most are willing to admit. This assignment has a threefold objective. First is to have you delve into a topic more deeply than it would otherwise be covered in class. In so doing your goal should be becoming an expert on that topic. To do so you should not only report what you have read, but you should synthesize the findings of others to generate your own conclusions. Second is to have you learn how to logically express your developing expertise, in writing, to an audience of your peers. All of you can write, but one of our goals is to help improve your writing clarity through feedback from independent peer reviewers. The third objective is for you to learn to critically review the writings of others.

The assignments:
You will write a term paper (see Part A below). A topic must be selected by Fri Sep 7. Email this to the T.A. Your study group may be interested in working cooperatively on the same general topic. A completed final draft (in Microsoft Word) is due to the TA on Fri Sep 28. This draft will be sent out anonymously to two class members for critical review. The reviewers will complete the anonymous reviews (see Part B below) and send their reviews to the TA by Wed Oct 17. You will receive a copy of the review from the TA and you are to use that review to guide your revisions of your final draft. You should defend, in writing (to the TA), your decision to ignore any criticisms that you feel are inappropriate or irrelevant to your paper. The revised paper is due to the TA on Fri Nov 9 and it will be sent for a second anonymous review. The reviewer will complete a review following the format of the first review and will return the review to the TA by Fri Nov 30. You will receive that review as well. You will not be asked to revise your paper following the last review.

Two points will be automatically subtracted for each day late for each of the assignments.

You can do the literature research (and discuss findings) as a team in your study groups but you must do your own writing. Each paper can have only one name. Please do not plagiarize each other.
Part A. TERM PAPER (110 pts total)

Your paper will be reviewed in the Final Draft form and then you will revise it for the Revised Paper submission.

Hint: Pay close attention to the peer review grading criteria below when writing your paper and address those critical points in your writing.

Write an 8 to 10 page paper (double spaced), not counting the title page or the literature cited section, on sub-topics associated with one of the following general themes: Biodiversity Loss, Climate Change, Emerging Diseases, or Invasive Species. Please do not use zebra mussel invasion or cheat grass. Other topics that do not fall within the above general themes should be pre-approved by Dr. Shiozawa. It is in your best interest to select a topic that you desire to know more about. That could be related to your career choice or to a topic that you learned about in another course.

Submit your paper electronically in Microsoft Word format. Because Word is widely used, it usually can be accessed by those with different word processing software or on most campus computers.

Write this report in six sections and create appropriate subheadings for each section. Below is a brief summary of the organizational outline for the paper, but you should also read the instructions for the Peer Review Grading Criteria in Part B, below. That will give you a good idea of the grading criteria for each section.

1. Title page with your name and title of paper. Put your name only on the cover page, not on any other page.
2. Introduction … objectively define the general topic and questions generated by that topic: e.g. climate change is negatively impacting ecosystems. This includes pertinent literature that validates the topic. As the introduction is developed you should focus towards your chosen subtopic, using cited literature as you narrow the introduction towards your chosen subtopic.
3. Purpose... define the subtopic (the specific question your research paper will address - e.g. the geographic range of cheat grass is increasing due to climate change).
4. Results ... review the literature (references) including material both in support of and in contrast to your subtopic objective.
5. Discussion... Synthesize the information, describe your conclusions from the results and explain the broader implications of you study.
6. Literature Cited… References used in your paper. You need to cite at least 15 reputable sources. These must include: A) at least 12 peer-reviewed scientific articles from the primary literature (these are not review articles), B) the remaining three can be from books, review papers, or online sources written by credible scientists. While you can limit your 15 references to peer-reviewed scientific articles only, you can have no more than 3 references from books or online sources. Use APA format for citations, which includes how to cite internet sources. Use only .org, .edu, or .gov internet sources. Wikipedia or similar sources are not acceptable for this assignment. From the BYU Home Page…click on the “APA Style” box for more information. You may want to use BYU’s “Writing Center” to plan the paper. Be sure to examine the grading criteria on the next page to see what reviewers will be evaluating in your paper. Be aware that this is not to be a rough draft – you should give the reviewers your best effort in the final draft and that, in turn, will result in a better rating on your draft as well as easier revisions for your final revised paper.

Note: an abstract is not required for this assignment.

The final draft will be assigned to two students in the class who will review it anonymously (see Part B below). The reviews will be returned to you so that you can improve the paper. Points for the final draft will be based on 1) the average of the first and the second reviewers’ assessments and 2) the TA’s evaluation of the reviewer comments relative to the paper’s quality. You will then turn in your revised paper to the TA who will send it out for a second anonymous student review. Points for the revised paper will be based on 1) the reviewer’s assessment and 2) the TA’s evaluation of the reviewer comments relative to the paper’s quality. Keep in mind that the peer reviews of your paper do not contain a list of all corrections needed to give the paper full credit. You are responsible for writing a university-level paper regardless of the qualities of the reviews you receive. In some cases you may receive low quality reviews or the reviewers assigned to your paper may choose to not fulfill the assignment. In either of these two cases, please make time to visit with the TA who will be able to help you identify key areas to improve upon within your paper.
Research Tips for term paper:

The internet has both factual and blatantly incorrect information. For that reason your main and best source for information should be peer-reviewed literature in published scientific journals. These journals are usually sponsored by scientific societies and papers published in them will have undergone peer review to insure that the data in the paper were carefully collected and analyzed. You should make sure that the society is a valid scientific entity since numerous ‘shell’ societies and foundations (often consisting of a handful of individuals) regularly sponsor politically motivated and funded symposia. Just Google the society or journal name and look at the information about the organization. A valid source will have strong ties to academic institutions as will many of the authors publishing in the journal.

You can electronically search for references using a number of internet search engines. Google Scholar (http://scholar.google.com/schhp?hl=en&tab=ws&q=) is a good resource for online academic resources. ISIknowledge is also an excellent search engine and is easy to use. Some reliable websites are listed on the library's Biology subject page (http://hbllmedia.lib.byu.edu/subs/subject.pl?s_id=7). For example, Biology Browser and EarthTrends are useful. You can obtain on-line articles by searching JSTOR. Go to the library home page/find other materials/electronic/databases A-Z/JSTOR. An advanced search in JSTOR can narrow the field to science journals. Here is a link: http://web.lib.byu.edu/subs/dbresources.pl. Check the journals Science and Nature; almost every issue has an article related to one of our topics (Biodiversity, Invasive Species, or Global Warming). If you have questions, see the TA.

Part B. PEER REVIEW of Term Papers: (45 pts total)

You will peer review 3 papers this semester. Two Final Drafts and one Revised Paper. Use of the ‘Review’ option in MS Word is recommended (see Submitting comments on term paper reviews below).

Peer review is a critical aspect of scientific writing and publication. Peer review ensures that a jury of similarly-experienced scientists has examined your writing for accuracy. That does not mean the reviewers must agree with the results of the study, instead they agree that appropriate rigor has been applied in the analysis and interpretation of the results. Critical review does not mean the reviewer needs to destroy the paper or the author’s reputation. The reviewer’s goal is to help the author improve the clarity and rigor of the manuscript. A poor quality review will help neither the author nor the reviewer. Be honest in your assessment.

An important part of the peer review process is the anonymity of the reviewer. This protects the reviewer from pressure that could otherwise bias their review. In return the reviewer is expected to make an honest and fair assessment of the manuscript. The integrity of the reviewer is an important part of this process. Peer reviewers will remain anonymous for this assignment.

Reviewers will have just over one week to critique and grade the assigned paper. Just as the reviewer’s identity is protected, the author’s identity will not be included with the paper. Again, please submit the review as an electronic copy to the TA. Two points will be subtracted per day late in returning the review.

Submitting comments on term paper reviews:

It is recommended that comments be placed in a format that allows the author to locate the page and line where specific comments are made. You can take several approaches – the best for the author is to utilize the comments/track changes option in Microsoft Word. If you cannot use track changes, please see the TA for alternate methods. Here is a brief outline on how to use track changes:

How-To Make Revisions (on Microsoft Office Word 2010).
1. Open word document.
2. Click on the ‘Review’ tab at the top of the window
3. Click on ‘Track Changes’ arrow to get the drop-down and click on ‘Change User Name’
4. Change User name to ‘anon’ and Initial to ‘a’ and click ‘OK’
5. Click on Show Markup.
6. Click on ‘Balloons’ and select ‘Show Revisions in Balloons’
You are now ready to start Revising!
Peer Review Grading Criteria. Assign a score to the term paper based on these score allocations out of 50. This grade is for the author.

General writing and organization (6 points)
Is the report well written?
Is the sentence structure correct?
Is the text clear and coherent?
Is the text effectively organized?
Are paragraphs logically ordered or are concepts scattered in unorganized paragraphs?
Does the author make a persuasive argument by integrating supporting literature where appropriate?
Are appropriate subheadings for each section included?

1. Introduction (10 points)
   Is the introduction concise and effective?
   Are terms well defined? For example:
   What is biodiversity?
   What are invasive species?
   What is the process of global warming?
   Does the introduction logically progress from general to specific, focusing the reader towards the paper’s purpose?
   Are the references used pertinent to developing the introduction?
   Is the use of quotations excessive?

2. Purpose (4 points)
   Is the purpose (thesis) clearly stated?

3. Results (10 points)
   Is specific evidence included to support the thesis?
   Is a solid review/understanding of the topic evident?
   Are the literature citations used appropriately and effectively?
   Does the author objectively present the literature?
   Is the use of quotations excessive?

4. Discussion (12 points)
   Is the discussion clear, concise, and effective?
   Are transitions between paragraphs logical and smooth?
   Does the author’s discussion add to the paper or does it just repeat the obvious from the results?
   Is the discussion a true synthesis of the information developed in the paper?
   Does the discussion give broader generalizations about the implications of the findings?
   Is the use of quotations excessive?

5. Literature cited (8 points)
   Are at least 15 citations used?
   Are at least 12 of the sources taken from the primary (peer reviewed) literature?
   Are the internet sources valid (Wikipedia is not a valid source)?
   Is literature cited in APA format, including in-text citations?
   As a reviewer you should check the validity of some of the references.
   Are all citations used in the text?
   Are all in-text citations included in the literature cited section?
Grading/Commenting tips:
The reviewer receives 15 points for each draft they review. To receive full points for your peer review:

- Provide valuable comments and a helpful summary.
- Grade fairly and honestly.
- Turn in your review on time.

Your grading should include focused comments:
1. Respond respectfully, by asking questions, and pointing out places where you were convinced or places where you were confused or unconvinced.
2. Don’t try to fix all of the errors, but point out enough that the author can begin to see patterns in his/her writing.
3. Write a concluding note (at least 3-4 sentences), commenting specifically on strengths of the paper and areas that could be improved or clarified.
4. Provide a grade for each section (see above) and the overall score. Reasons for point deductions should be evident either in comments or the concluding note section.

The goal of the review is to help improve the paper you are reviewing. This is not an opportunity to cut others down or make yourself look good. Your comments must be constructive, valid, and significant. Simply commenting with a “?” or “I’m confused” is insufficient. Comments should refer to the specific sentence or idea, state what is wrong with it, and how it could be or should be improved. THE MAJORITY OF THE COMMENTS MUST FOCUS ON THE IDEAS BEING PRESENTED RATHER THAN A REVIEW OF GRAMMAR MISTAKES. Although editing grammar and sentence structure is helpful, that is not the focus of the review. Reviews that do not evaluate ideas will be penalized.

The TA will examine the reviewer scores and can assign up to 5 additional points as is deemed appropriate. The score assigned to the reviewer’s review will be based on the accuracy and helpfulness of the review.

Tutoring
The College of Life Sciences supports the University Tutoring Program. Rather than a few professors or teaching assistants helping as many as possible, why not all students helping each other to learn? Many are now participating. We invite you to share your knowledge. Contact: Tutoring Services at 422-4793 or tutoring@byu.edu.

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Exceptions involving team work in established study groups may be specified by the instructor. Violations may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Discrimination or Harassment
Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities
If you have a disability that may affect your performance in this course, you should discuss this with Dr. Shiozawa and get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

In Case of Illness
If you are ill please be considerate of others. Contact your TA so that we are aware of the situation and use your study group as the first source of notes and assignments/worksheets. All assignments are submitted electronically and that will also be the best way to keep abreast of class material.