

ARMOR UP AND WEAR A MASK

Knights care for each other, and we expect all knights to armor up inside all classrooms, buildings, and in crowded outside areas on campus.

Wear masks indoors and in crowded outdoor spaces:

We expect you will wear masks indoors and in crowded outdoor spaces even if you are fully vaccinated. The highly contagious Omicron-variant has been shown to be spread to others even by those who are vaccinated.

Wearing a mask protects you, your loved ones, and your fellow knights by helping reduce the spread of the virus.

Get vaccinated:

Vaccines are our most effective tool in combatting covid hospitalization and deaths. If you have not been vaccinated and are able to, get vaccinated.

Vaccines are available and waiting for you. Vaccines are safe, effective and readily available at no cost and by appointment or walk-up at student health services or a location in your community or close to home.

The choice not to be vaccinated or wear a mask can increase your risk and jeopardizes the health and well-being of those around you.

Getting vaccinated is the best way to protect against severe illness due to covid and to show how much you care about the well-being of others.

Vaccines and masks are the best ways to beat covid.
Protect yourself and those around you. Armor up!

Get vacci-knighted!



Instructor: [Dr. Gregg Klowden](#) (pronounced " Cloud - in")

E-mail: Click [HERE](#) to email Dr. Klowden (But FIRST, read the email policies below)

Teaching Assistant: [Olivia](#)

E-mail: Click [HERE](#) to email Olivia (But FIRST, read the email policies below)

Class Meeting Times:

Class is officially scheduled for Tuesdays and Thursdays, 1:30-2:50 pm. However:

- See [schedule](#) for specific dates of all required and optional lectures, assignments, activities, and exams.
- All lectures are prerecorded and available on Webcourses within each [Module](#). No lectures will occur in-person.
- Required in-person dates:
 - All exams are [IN-PERSON](#).
 - Exam 1 - TUESDAY February 1 at 1:30p
 - Exam 2 - Thursday March 3 at 1:30p
 - Exam 3 - TUESDAY April 5 at 1:30p
 - Exam 4 - TUESDAY May 3 at 1:00p (**Note** This is Final Exam week and occurs 30 minutes earlier than all other exams)
- Optional in-person dates:
 - Except for those required dates listed above, on most Thursdays there are optional study & game days.
 - These days are an opportunity to:
 - Enhance your understanding of ecology;
 - Study for the exams;
 - Reduce the impact of a bad exam grade on your course grade;
 - Earn extra credit;
 - Have some fun
 - See below for more information about optional study & game days.
- Optional pre-exam Q and A / study sessions will occur live via Zoom. Times will be announced on Webcourses. These will not be recorded and so will not be available at a later time or date.

Email Policies:

- Prior to contacting us, consult this syllabus, [announcements](#), and [FAQs](#) for answers to your questions.
- As there are 200 students and only 1 instructor, **ALL non-grade related questions regarding the class, should be sent to the TA at EcoTA@ucf.edu.**
If the TA cannot answer the question, or if it is better answered by Dr. Klowden, it will be forwarded by the TA to Dr. Klowden.
- **All emails should include:**
(1) Your 1st and last name; (2) Course title (Ecology); (3) A descriptive subject
- The TA will try to respond within 48 hours however, response time may be greater. Please plan accordingly by not waiting to the last minute to contact us with questions or concerns.
- Questions about grades should be sent to Dr. Klowden not the TA and should be sent via Webcourses messaging, not via email.

- All messaging must be done using either Webcourses or your [Knight's E-Mail](#). Messages from non-UCF addresses will not be answered.

Office Hours:

- Office hours are a mixture of in-person and [online \(Zoom\)](#). An appointment is not necessary. Just come to the office in-person or [log into Zoom](#) using the link posted on Webcourses.
For Zoom office hours, you will initially be admitted to a waiting room and will be admitted to the "office" one at a time on a 1st come, 1st served basis.
- While it is preferred that you attend during the scheduled office hours, if this is not possible, send an email with the days/times you are available so an appointment can be scheduled.
- **Dr. Klowden's [Office Hours](#):**
 - When: Mondays 1:00-2:00p and Wednesdays 12:00-2:00p
 - Where: [Online via Zoom](#).
 - No appointment needed.
 - While it is preferred that you attend during the scheduled office hours, if this is not possible, send an email with the days/times you are available so an appointment can be scheduled.
 - Dr. Klowden's office hours are not just to answer questions related to the class. Feel free to discuss any biological topic, graduate school entrance, jobs, etc.
- **Olivia's [Office Hours](#):**
 - When: Tuesdays 10:00a-11:00a and Thursdays 12:00-1:00p
 - Where:
 - In-person in BIO 201 OR [Online via Zoom](#).
 - No appointment needed.
 - While it is preferred that you attend during the scheduled office hours, if this is not possible, send an email with the days/times you are available so an appointment can be scheduled.
 - This is Olivia's 2nd year as a TA for this course. Prior to that she took this class and did incredibly well. She is a great resource when it comes to seeking advice on how to succeed!

Intended Audience:

Biological Science majors & minors, Environmental Science majors, Science Education majors and Preprofessional students

Course Description and Objectives:

This 3 credit course will examine the structure and function of ecological systems, including populations, communities, and ecosystems.

Objectives for students include:

- gaining an understanding of:
- basic ecological terminology;
- the questions that ecologists study and its underlying theory;
- the association between evolution and ecology;
- the different temporal and spatial scales involved in ecological studies;

- the scientific methods used by ecologists to collect, analyze, and interpret ecological data, including observation, experiments, and quantitative analyses;
- the effects that humans have had and are having on ecological systems;

and being able to:

- critically evaluate ecological information presented in the news;
- make informed decisions about ecological and environmental issues.

Course Prerequisites:

C or better in Biology II (BSC 2011C) and Chemistry Fundamentals 1 (CHM 2045C).

Required Resources:

- The required text is Ecology, 5th edition, 2020 by Bowman and Hacker.
 - Available as an ebook for \$60 at <https://www.vitalsource.com/referral?term=9781605359236>
 - or in paperback or loose leaf at <https://global.oup.com/ushe/search?q=bowman+hacker&cc=us&lang=en>
- If you choose to use an earlier edition, you will still be held responsible for any changes, additions, deletions, etc.
- **Webcourses:** Lecture videos, lecture notes, announcements, Zoom, assignments, grades, etc. will be made available at this site.
- **Hardware:** Desktop or laptop computer, stable internet connection, web camera, microphone
- **Software:** Webcourses@UCF supported web browser, Zoom*, Microsoft 365*, Adobe Acrobat*
(*free download available for all students at <https://ucfapps.cloud.com>)
- **Zoom:** This course will use Zoom for office hours, study sessions, and pre-exam Q and A

A few things you should know about Zoom:

- You must sign into Zoom within Webcourses and using your UCF NID and password.
- Be on time. Upon joining the meeting, you will be placed in a waiting room and permitted entry only during the first few minutes of class to prevent unauthorized participants from joining.
- Please be respectful and kind to one another during remote learning, the same way you would during a face-to-face class. Help each other and be patient when technical difficulties arise.
- Improper behavior will not be tolerated during class and may result in a referral to the Office of Student Conduct.
- Occasional internet glitches are likely. If I lose internet, I will resume the lecture as soon as possible.

For information and tips for online learning see: <https://cdl.ucf.edu/support/student/resources-online/>

For technical support see: <https://cdl.ucf.edu/support/webcourses/>

Course Expectations and Policies

Pre-lecture and Post-lecture Assignments:

Pre-lecture and post-lecture assignments are included in most modules. Pre-lecture assignments are designed to refresh your memory on topics to which it is presumed you have been previously introduced and to prepare you for the coming lecture. It is important that these assignments be finished prior to listening to the lecture, otherwise your understanding of the lecture topic will likely be diminished. Post-lecture assignments are designed to reinforce topics discussed in class.

Text Readings:

Text reading assignments are an essential supplement to the lecture material. The order of reading assignments is listed on the [Schedule](#).

Lectures:

- All lectures are pre-recorded and available on Webcourses within each [Module](#).
- To learn the most and do your best, it is essential to watch all lectures as scheduled and to stay up to date. There is A LOT of material in this course. If you fall behind, you will do poorly.
- It is strongly suggested that you print the PDFs of the lecture notes and take additional notes on these printouts as you watch the lectures. Also star or highlight points of confusion and questions you have.

Exams:

The dates for exams are listed on the [Schedule page](#).

All exams are IN-PERSON.

There will be four exams. The final exam (exam 4) is NOT comprehensive and will only cover the material since the previous exam.

The questions will be primarily multiple choice but will also include some short answer. All questions will pertain to material covered in lectures and relevant textbook readings. Portions of the text which are not covered in lecture or which are not specifically assigned will not be included on exams.

Lecture Exam Policies:

- **All exam grades count towards your semester grade. No exam grades will be dropped.**
- Exams will begin promptly at the beginning of class.
- **Do not arrive late.** You will not be allowed to take the exam if any student has already handed theirs in and under no circumstances will extra time be allowed;
- The final exam is not comprehensive and will only include the material covered since the previous exam;
- Grades will be posted on WebCourses and an announcement will be posted when they are available;
- Exams will be available for review during the TAs office hours [in-person only](#).
- If you did not do as well as you would have liked or thought you did, it is important to immediately discuss strategies for success with the teaching assistant or with Dr. Klowden.

Missed Exam Policy:

- Make-up exams will be provided **only** for students who must miss the exam due to official University business at which your presence was required (e.g. a university-sponsored team event). **Hard-copy documentation must be provided 48 hours in advance from the appropriate university body.**
- For all other cases (e.g. illness, unforeseen emergencies, etc.) you must contact the instructor (NOT TA) promptly (within 24 hours or less) after missing the exam and provide **hard-copy documentation (a signed document from a doctor, police officer, judge etc. - not by e-mail) within one week.** The absence must have been caused by a valid emergency as defined by UCF and/or the professor, including but not limited to: major illness, serious family emergency, jury duty, military obligation, or special curricular requirements (e.g., field trips, professional conferences).
- Make up exams will be in essay format.
- Unexcused absence from an exam will result in a failing grade for the missed exam.
- All students are required to take the final exam and there will be **no make-up exams for the Final.**

Optional Study & Game Days:

- There will be 10 optional Thursdays (See [schedule](#)).
- These days are an opportunity to:
 - Enhance your understanding of ecology;

- Study for the exams;
- Earn extra credit;
- Reduce the impact of a bad exam grade on your course grade;
- Have some fun
- If you do not attend optional Thursdays, your 4 exams are worth 100% of your course grade (Best grade=32%, 2nd best=27%, 3rd best=23%, worst grade=18%)
- If you attend optional Thursdays, you can earn participation extra credit. This will both directly increase your grade as well as indirectly increase your grade by reducing the value of your worst 2 exam grades.
 - For each day attended and participated, you can earn 0.5% extra credit. As there are 10 days, this means you can earn 5% extra credit.
 - Credit earned in the 5 game weeks prior to spring break will reduce the value of your lowest exam grade. Thus if you attend all 5, you will earn 2.5% extra credit, making your lowest exam grade worth 15.5% of the course grade instead of 18%.
 - Credit earned in the 5 game weeks after spring break will reduce the value of your 2nd lowest exam grade. Thus if you attend all 5, you will earn 2.5% extra credit, making your 2nd lowest exam grade worth 20.5% of the course grade instead of 23%..
 - Up to 5% additional extra credit (2.5% before and 2.5% after spring break) can be earned by:
 - correctly answering questions
 - ranking high in competitions
 - Thus, you have the opportunity to earn 10% extra credit (that's 1 full grade!) and reduce the impact that your worst 2 exam grades have on your course grade.
- Activities and games will be both individual and in teams.
- About 3/4 of game questions will be taken from lecture material from the previous week and 1/4 from the current week.

Optional assignment:

This [optional assignment](#) is not extra credit however like extra credit it can boost your grade. As opposed to extra credit, which can be neutral or help your grade, this optional assignment can benefit your grade IF you do a good job but could hurt your grade if you do a poor job. I design it this way as a way to encourage you to take the assignment seriously and to do a good job and to avoid you turning in a hastily prepared assignment in hopes of getting a point or two. However, do not be dissuaded from doing this in fear of receiving poor credit. If you take the assignment seriously, you will receive full credit and it will benefit you. Just be sure to take it seriously and do a good job. If you choose to do this optional assignment, it will replace 3% of your lowest exam grade. In other words, that exam will be worth just 15% of your final course grade rather than 18% and this optional assignment will be worth 3% towards your final course grade. This is in addition to extra credit earned from optional Thursday game days, making it possible to lower the amount your worst exam grade is worth from 18% down to 10% of your course grade.

Additionally, the top 2 videos, as voted by your classmates, will also receive an additional 1% or 2% added to their overall course grade. See "Performance Evaluation" section below for further explanation of grade calculations.

Instructions:

- Make a short video on any ecological topic. It must be an ecological topic. In other words, videos about pets etc. will not receive any credit. If you have any doubt if the topic is ecologically related, be sure to discuss it with your teaching assistant before beginning.
- Videos must be **3-4 minutes** (no longer or shorter!)
- The video may be done individually or in a group of up to 4 students.
 - Select your own group.
 - All group members must clearly participate in the video production, and all group members will receive the same grade.
- The content of the video must be factually correct.
- Do not plagiarize! All content should be entirely in your own words. Citations for all text, photo, video, or musical content must appear within or at the end of the video.

- Only one video can be submitted per student for credit.
- **Due date:** No later than **April 15th** at 11:59 pm. No late submissions accepted for any reason.
- Videos should be submitted to YouTube. The correct link and all group members' first and last names should be emailed to the TA at EcoTA@ucf.edu.

Performance Evaluation:

Best Exam Grade	=	32%
2 nd Best Exam Grade	=	27%
3 rd Best Exam Grade	=	23%
4 th Best Exam Grade	=	18%
Total		= 100%

Additionally, there are opportunities for extra credit which can reduce the impact of poor exam grades. See Optional Study & Game Days and Optional Assignment above.

Webcourses is not particularly useful for calculating your grade in this class since each of your exams counts a different proportion of the grade, depending on your performance on each and also because of extra credit. Because of this, grade totals are not available on Webcourses, as it would incorrectly calculate your grade.

So, an easy way to help you to calculate your address is by using a grade calculator such as the one at:

<https://thegradecalculator.com/>

Grading Scale

A = 90.0 - 100%	B+ = 87.0 - 89.9%	C+ = 77.0 - 79.9%	D+ = 67.0 - 69.9%	F	0 - 59.9%
	B = 83.0 - 86.9%	C = 70.0 - 76.9%	D = 63.0 - 66.9		
	B- = 80.0 - 82.9%		D- = 60.0 - 62.9%		

Final Grade Rounding Policy:

If your final total across all grading components is less than or equal to 0.5% percent below a higher grade, rounding up to the higher grade will occur only if you scored at the higher grade on 3 of the 4 exams. For example, if your exam scores were 82, 91, 92, and 93, making your overall course grade an 89.5%, your your final grade will be rounded up to an A because three of the tests scored at 90 or above. If, however, your exam grades were 84, 88, 92, and 94, the grade would remain a B+ because only 2 of your 4 exam grades were 90 or above. As there are many students in this class I strive for consistency and fairness. For this reason, there will be no exceptions to this policy and no other adjustments will be made. In other words, unless the above criteria are met, a 79.99 is still a 'C+' and no additional curving or extra credit will be offered.

Study suggestions:

Please read [Dr K's study tips for Ecology and beyond](#) and other documents on the "[Study Aids](#)" page.

This is a fast paced class covering 21 chapters in the semester. To succeed, it is essential that you stay caught up by watching lectures, reading, and *studying* the material.

To learn the most and perform your best you should:

- Treat studying like it's a job.
 - Set a schedule, show up for work, pay attention (i.e. no multitasking) while on the job. A general rule of thumb is 2-3 hours for every hour of lecture;

- Keep up!
 - Watch lectures and read chapters during the week they are assigned. There is simply too much material and too many details to cram for this class!
 - Do not fall behind. There is a lot of material in this course and many students underestimate the amount of time required to understand the material well enough to obtain the grade they would like.
- Watch all of the lectures:
 - If you only read the lecture notes and do not watch the lecture videos, you are not likely to learn much and are likely to do poorly on the exams.
- Print the lecture PDFs and take notes on these printouts as you watch the lectures:
 - While the supplied lecture notes already have much of the content, they are not complete. By adding additional notes from the lecture video and from the text reading, you will have a more complete set of notes to study from.
- Read the text:
 - Either read the chapter prior to watching the lecture as a way to reinforce what you read or read the chapter after watching the lecture as a way to reinforce what you heard. Either way you do it, by both hearing and reading the material, your understanding and retention will be greatly increased.
- Use the supplied [study questions](#):
 - To learn the most and succeed on the exams you must make your learning active. Students who prepare for the exams by simply attending lectures and reading their notes several times are unlikely to excel on the exams. Active learning involves practicing the same skills you must perform on exams. In other words, quick recall of the appropriate information and applying it. To help you do this, you should carefully and consistently self-test by using the [study questions](#) available for each chapter. If you are like most people, you do not remember what you read/hear in sufficient detail to then be tested. However, it is often unclear which details you remember/understand and which you do not. The point in study questions is to figure out prior to an exam what you don't understand or have trouble remembering, and work on that material. You do not want to realize during an exam that you don't understand something as well as you thought you did, since it will now be too late!
 - There are a lot of [study questions](#) so it is best to be strategic and methodical when studying with them so you do not become overwhelmed. The best way I have found is to start out trying to answer a group of 10. Read each question and try to answer it. Then verify the correctness and completeness of your answer by looking at your notes. If you didn't get it right, try again. Once you feel pretty good about your 1st group of 10 questions, move onto a new group of 10 questions. When you feel good about those, go back to the beginning and try to answer all 20. This way you are adding material and reviewing material at the same time. Keep adding groups of 10 until you can answer all of your questions. Also, it is preferable to speak your answers out loud or write them down rather than thinking the answers in your head as this engages more senses and reduces the chance that you will skip important details. As you go through your list of questions multiple times, there will be some questions that you get perfect and feel very confident about. My rule of thumb is that if you have answered a question correctly 3 times then put a check next to it so you can skip it the next time, thereby using your time more efficiently for studying the questions which give you more trouble.
- I do NOT recommend note cards or Quizlet. Making note cards or Quizlets takes a LONG time, taking away from your studying time. Why spend all of your time preparing to study and then not have any time left to actually study? This is where the list of [study questions](#) comes in handy. They are basically advanced notecards where the questions are on a list and the answers are in your notes. Note cards can however be handy for simple things like definitions or other very short answer questions. However, when you look at the study questions you will see that many of these questions can have long, detailed, answers, making writing them onto note cards laborious and not recommended. Again, I strongly recommend using the [study questions](#).
- Many students like to work with others in pairs or groups. This can certainly be helpful since others may think of things you forgot, you can teach each other the material and it adds a bit of fun to studying. However, be careful to stay on task and not waste time talking about unrelated topics.
- Attend all pre-exam Q and A sessions;
 - This will allow you to ask last minute questions, hear other people's questions which you might not have thought of, and hear explanations and recommendations from the TA.
- Attend office hours.
 - Don't let questions build up. Get them answered as soon as possible so you can move forward productively. If you do not understand something, be sure to ask your professor or TA. Students who visit their professors or TAs in office hours often

increase their performance substantially.

For more tips on succeeding in this course check out the [Study Aids](#) section on Webcourses.

Academic Integrity:

Why should I care?

Beyond moral considerations, academic dishonesty diminishes the quality and value of a UCF education. If prospective employers, graduate schools, etc. have a poor perception of UCF, it undermines the value of your education and decreases your likelihood of advancement. If you are aware of academic dishonesty it is important to report it as quickly as possible. Otherwise you risk devaluation of your degree and hard work. Non-reporting is also considered academic dishonesty.

What should you do if you are aware of another student cheating?

You should contact Dr. Klowden <gklowden@ucf.edu> in private as soon as possible after the incident has occurred. Your reporting will remain confidential.

What is considered academic dishonesty?

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/> According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- ***Unauthorized assistance:*** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- ***Communication to another through written, visual, electronic, or oral means:*** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- ***Commercial Use of Academic Material:*** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- ***Falsifying or misrepresenting the student's own academic work.***
- ***Plagiarism:*** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
 - Turning in someone else's work as your own.
 - Copying words or ideas from someone else without giving credit.
 - Failing to put a quotation in quotation marks.
 - Giving incorrect information about the source of the information.
 - Changing words but copying the sentence structure of a source.
 - Copying so many phrases from a source that it makes up a substantial part of your work, even if you give credit.

Plagiarized work is [easily detected](#) and university regulations on academic misconduct will be strictly enforced.

- Multiple Submissions: Submitting the same academic work more than once without written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity
<http://academicintegrity.org>

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

If you need assistance, I recommend you visit me during my office hours and make use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc.

If you are aware of others engaging in such activity or find materials from my classes posted on these sites, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Use of Technology for Graded Work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses. The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following are some examples of what is considered academic misconduct. This is certainly not an all-inclusive list and there are many other possible ways to be in violation.

- Taking a screen shot of an online assignment, posting it to GroupMe or WhatsApp, and asking for assistance.
- Answering, giving advice, assistance, or suggestions on how to complete an online assignment or assessment that is posted to GroupMe or WhatsApp.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.
- Gathering to take an online quiz or test with others and sharing answers in the process.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "[Z Designation](#)" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

UCF Cares:

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

If you are in immediate distress, call 407-823-2811 to speak with a counselor at Counseling and Psychological Services 24/7 or call 911.

Knights Pantry

The [Knights Helping Knights Pantry](#) is committed to serving UCF students by providing basic needs including food, clothing, and personal hygiene items to foster continued academic success and increase retention for students in need. Access to the Knights Pantry is reserved for UCF Students who present a valid Student ID upon entry. Students are limited to 5 food items per day. There is currently no limit for toiletries or clothing.

The Knights Pantry relies on the support of students, faculty, and staff. Donations of food, toiletries, or clothing (business professional or casual) can be dropped off at the Pantry in Ferrell Commons or to one of our many donation boxes around campus. Campus donation boxes can be found on the UCF Mobile app maps. In addition to tangible donations, the Knights Pantry accepts monetary donations to ensure food is available when demand is high. Also, the Pantry would not be able to keep its doors open without the help of student volunteers, so consider volunteering.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have COVID-19 should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**THE SYLLABUS AND SCHEDULE MAY BE AMENDED AT ANY TIME.
STUDENTS WILL BE NOTIFIED OF ALL CHANGES**

Lecture, Reading, Activity, and Exam Schedule (Subject to change):

Week	Dates	Lectures, Readings, Activities, and Exams
1	Webcourses: Modules	1 - The Web of Life (Ch 1) 2 - The Biosphere (Ch 3 + bits of ch 2)
	In-Person: Th JAN 13	Course Introduction
2	Webcourses: Modules	3 - Evolution & Ecology (Ch 6) 4 - Energy (Ch 5)
	In-Person: Th JAN 20	Optional Study / Game Day 1
3	Webcourses: Modules	5 - Temperature & Water (Ch 4)
	In-Person: Th JAN 27	Optional Study / Game Day 2
4	In-Person Tu FEB 1 Th FEB 3	EXAM 1 (Modules 1-5) at 1:30 pm; None
	Webcourses: Modules	6 - Life History (Ch 7) (On Exam 2)
5	Webcourses: Modules	7 - Population Distribution & Abundance (Ch 9)
	In-Person Th FEB 10	Optional Study / Game Day 3
6	Webcourses: Modules	8 - Population Growth & Regulation (Ch 11)
	In-Person Th FEB 17	Optional Study / Game Day 4
7	Webcourses: Modules	9 - Population Dynamics (Ch 10)
	In-Person Th FEB 24	Optional Study / Game Day 5
8	Webcourses: Modules	None
	In-Person Th MAR 3	EXAM 2 (Modules 6-9) at 1:30 pm;
	MAR 7-11	Spring Break – No Classes

Week	Dates	Lectures, Readings, Activities, and Exams
9	Webcourses: Modules	10 - Competition (Ch 14) 11 - Predation & Herbivory (Ch 12)
	In-Person Th MAR 17	Optional Study / Game Day 6
10	Webcourses: Modules	12 - Parasitism (Ch 13) 13 - The Nature of Communities (Ch 16)
	In-Person Th MAR 24	Optional Study / Game Day 7
11	Webcourses: Modules	14 - Change in Communities (Ch 17) 15 - Community Species Diversity (Ch 19)
	In-Person Th MAR 31	Optional Study / Game Day 8
12	In-Person Tu APR 5 Th APR 7	EXAM 3 (Modules 10-15) at 1:30 pm; None
	Webcourses: Modules	16 - Production (Ch 20) (On Exam 4) 17 - Energy Flow & Food Webs (Ch 21)(On Exam 4)
13	Webcourses: Modules	18 - Landscape Ecology & Ecosystem Management (Ch 24) 19 - Biogeography (Ch 18)
	In-Person Th APR 14 F APR 15	Optional Study / Game Day 9 Optional Assignment Due - by 11:59p
14	Webcourses: Modules	20 - Global Ecology (Ch 25) 21 - Conservation Biology (Ch 23)
	In-Person Th APR 21	Optional Study / Game Day 10
Finals	In-Person Tu May 3	Exam 4 (Final Exam) (Modules 16-21) at 1:00p***

*****NOTE*****

The final exam occurs earlier than your normal meeting time.
Don't be late!