

Syllabus

For schedule [click here \(https://webcourses.ucf.edu/courses/1448826/pages/schedule\)](https://webcourses.ucf.edu/courses/1448826/pages/schedule)

Print PDF of: [Syllabus \(https://webcourses.ucf.edu/courses/1448826/files/104161315?wrap=1\)](https://webcourses.ucf.edu/courses/1448826/files/104161315?wrap=1), [↓ \(https://webcourses.ucf.edu/courses/1448826/files/104161315/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1448826/files/104161315/download?download_frd=1)

|| [Schedule \(https://webcourses.ucf.edu/courses/1448826/files/104142766?wrap=1\)](https://webcourses.ucf.edu/courses/1448826/files/104142766?wrap=1), [↓ \(https://webcourses.ucf.edu/courses/1448826/files/104142766/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1448826/files/104142766/download?download_frd=1)

PCB 3044 - Principles of Ecology – Spring 2024

Section 0002

[University of Central Florida \(http://www.ucf.edu\)](http://www.ucf.edu), [College of Sciences \(http://www.sciences.ucf.edu\)](http://www.sciences.ucf.edu), [Department of Biology \(http://www.sciences.ucf.edu/biology\)](http://www.sciences.ucf.edu/biology)

Prevention of Disease Transmission

Help reduce and prevent the spread of diseases to others. While certain diseases may be mild for one person, they may cause others substantial health risks, inconvenience, long-term debilitation, miscarriage, or death.

If we all take precautions, we can greatly reduce disease spread and illness. There are many ways your actions can help protect you, your household, and your community from severe illness. In addition to basic health and hygiene practices, like handwashing, to protect yourself and those around you, it is recommended that you:

- **Stay home** if you have symptoms of flu, "colds", COVID, or other similarly transmissible illnesses!
- If you believe you might be getting or could possibly be ill, **wear a mask** when near others (N95 or surgical grade).
- Always cough or sneeze into a tissue or your elbow (not your hands!).
- Test for COVID if you have symptoms or think you may have been exposed and stay home if you have any doubt.
- Stay up to date with all vaccines (Flu, COVID, etc.).
 - Vaccines are the safest and most effective way to avoid severe illness. Sometimes vaccinated people can still get the flu or COVID, etc. however, vaccines significantly lower the risk of getting very sick, being hospitalized, or dying. Vaccines **cannot** cause the disease for which you are being vaccinated. They simply trick the immune system to think you are infected, so your body produces antibodies in case you really do get infected. Sometimes your body responds with a brief fever, but this does not mean you have the disease. It simply means your immune system is working and it is preparing you in case you really do get the disease. For more information on vaccines and how they work, read: <https://www.cdc.gov/vaccines/hcp/conversations/understanding-vacc-work.html> [↗\(https://www.cdc.gov/vaccines/hcp/conversations/understanding-vacc-work.html\)](https://www.cdc.gov/vaccines/hcp/conversations/understanding-vacc-work.html) or watch videos on YouTube such as: <https://www.youtube.com/watch?v=mHo9vGuIx8> [↗\(https://www.youtube.com/watch?v=mHo9vGuIx8\)](https://www.youtube.com/watch?v=mHo9vGuIx8)



<https://www.youtube.com/watch?v=mHo9vGuIx8>

Instructor: [Dr. Gregg Klowden \(https://webcourses.ucf.edu/courses/1448826/pages/instructor-and-course-introduction\)](https://webcourses.ucf.edu/courses/1448826/pages/instructor-and-course-introduction) (pronounced "Cloud - in")

E-mail: Click [HERE \(https://webcourses.ucf.edu/courses/1448826/pages/contact-us-and-office-hours\)](https://webcourses.ucf.edu/courses/1448826/pages/contact-us-and-office-hours) to email Dr. Klowden (But FIRST, read the email policies below)

Teaching Assistant: [Alexandria \(https://webcourses.ucf.edu/courses/1448826/pages/office-hours\)](https://webcourses.ucf.edu/courses/1448826/pages/office-hours)

E-mail: Click [HERE \(https://webcourses.ucf.edu/courses/1448826/pages/contact-us-and-office-hours\)](https://webcourses.ucf.edu/courses/1448826/pages/contact-us-and-office-hours) to email Alexandria (But FIRST, read the email policies below)

- *****NOTE***** Alexandria took this class and did incredibly well and is a great resource when it comes to seeking advice on how to succeed!

Class Meeting Times:

Tuesdays and Thursdays, 1:30-2:50 pm in Health Sciences 1 (HS1) room 112

Email Policies:

- Prior to contacting us, consult this syllabus, [announcements \(https://webcourses.ucf.edu/courses/1448826/announcements\)](https://webcourses.ucf.edu/courses/1448826/announcements), and [FAQs \(https://webcourses.ucf.edu/courses/1448826/pages/frequently-asked-questions-faqs\)](https://webcourses.ucf.edu/courses/1448826/pages/frequently-asked-questions-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 \(mailto:EcoTA@ucf.edu\)](mailto: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 [UCF E-Mail](mailto:ucf@ucf.edu). Messages from non-UCF addresses will not be answered.

Office Hours:

- Office hours are a mixture of in-person and **online (Zoom)** (https://webcourses.ucf.edu/courses/1448826/external_tools/305492). For Zoom office hours, you will initially be admitted to a waiting room and will be admitted to the "office" as soon as possible.
- 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** (<https://webcourses.ucf.edu/courses/1448826/pages/office-hours>):
 - When:** Mondays 11:00a-1:00p, Wednesdays 10:00a-2:00p, and Fridays 11:00a-1:00p
 - 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.
 - How:** By appointment only.
 - To schedule an appointment, go to: https://calendly.com/dr_klowden/office_hours  (https://calendly.com/dr_klowden/office_hours)
 - Appointments must be scheduled at least **18 hours in advance**.
 - At your scheduled time, go to the appropriate **Zoom link** (https://webcourses.ucf.edu/courses/1448826/external_tools/305492).
 - You will initially be admitted to a waiting room and will be admitted to the "office" as soon as possible.
 - Where:** **On Zoom on Webcourses** (https://webcourses.ucf.edu/courses/1448826/external_tools/305492).
 - Go to the Office Hours page on Webcourses for the Zoom link (Must make an appointment first)
 - If you would prefer to meet in-person, please contact Dr. Klowden and this will be arranged.
 - ***Note***:** 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.
- Alexandria's Office Hours** (<https://webcourses.ucf.edu/courses/1448826/pages/office-hours>):
 - When:** Mondays 2:00p-3:00p, Wednesdays 2:00p-3:00p, Fridays 9:30a-10:30a
 - While it is preferred that you attend during the scheduled office hours, if this is not possible, contact Alexandria with the days/times you are available so an appointment can be scheduled.
 - Where:**
 - In-person in BIO 201
OR
 - Online via Zoom** (https://webcourses.ucf.edu/courses/1448826/external_tools/305492).
 - How:**
 - In-person**
 - No appointment needed, just come to BIO 201.
 - Zoom:**
 - Appointment required
 - To schedule an appointment, go to: <https://calendly.com/oliviaaron/officehours> (<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcalendly.com%2Foliviaaron%2Fofficehours&data=05%7C01%7Cgklowden%40ucf.edu%7Cfb0438b07ff1f45f1605c08daf4c88480%7Cbb932f15ef3842ba91cf3c59d5dd1f1%7C0%7C0%7C638091439298027079%7CUnknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjoiV2luZmZlLjB1Ii6k1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=Kpajl4ubRokljaafN1I6pIY3Y0JmIN84EuuHTkMIU0w%3D&reserved=0>)
 - Online appointments must be scheduled at least **4 hours in advance**.
 - At your scheduled time, go to the appropriate **Zoom link** (https://webcourses.ucf.edu/courses/1448826/external_tools/305492).
 - You will initially be admitted to a waiting room and will be admitted to the "office" as soon as possible.

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, 6th edition, 2023, by Bowman and Hacker.

- Available as an ebook starting at \$60 at <https://global.oup.com/ushe/product/ecology-9780197614044?cc=us&lang=en&> ↗ (<https://global.oup.com/ushe/product/ecology-9780197614044?cc=us&lang=en&>)
- or in paperback or loose leaf for about \$120 used or \$135 new (<https://www.amazon.com/Ecology-William-Bowman/dp/0197614051/>) ↗ (<https://www.amazon.com/Ecology-William-Bowman/dp/0197614051/>.)
- It is strongly recommended that you use the most current edition, as this is the most up to date and edited version, and is most likely to optimize your learning and grade in the course. However, if you choose, you may use the 4th or 5th edition (but not earlier!) BUT you are responsible for any changes, additions, deletions, etc.
- **Webcourses:** 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> ↗ (<https://ucfapps.cloud.com>.)
- **Zoom:** This course will use Zoom for office hours. You must sign into Zoom within Webcourses and using your UCF NID and password.

For technical support see: <https://cdl.ucf.edu/support/webcourses/> (<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 attending 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](https://webcourses.ucf.edu/courses/1448826/pages/schedule) (<https://webcourses.ucf.edu/courses/1448826/pages/schedule>).

Lectures:

- To learn the most and do your best, it is essential to attend all lectures. 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 during lecture. Also star or highlight points of confusion and write questions you have.

Exams:

The dates for exams are listed on the [Schedule page](https://webcourses.ucf.edu/courses/1448826/pages/schedule) (<https://webcourses.ucf.edu/courses/1448826/pages/schedule>).

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.**

Study and Game Days

The Tuesday prior to exams 1-3 (and maybe exam 4, if a room can be reserved), is reserved as a "study and game day". During this time, we will answer your questions about material for the upcoming exam and quiz you using Kahoot or other games on some of the material from this unit. In addition to brushing up on some of the material, this will be an opportunity to earn extra credit on the following exam. The more questions you get correct, the more extra credit. And of course since this is Kahoot, the faster you answer questions right, the more points and the more extra credit. So be sure to study hard, come prepared with questions, and be sure to have Kahoot loaded onto your phone or laptop. Also, **you MUST log into the game using your last name and 1st initial (e.g., DarwinC, LincolnA, MouseM) or you will not receive credit.**

Optional assignment:

This [optional assignment \(https://webcourses.ucf.edu/courses/1448826/pages/optional-assignment\)](https://webcourses.ucf.edu/courses/1448826/pages/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 13% of your final course grade rather than 16% and this optional assignment will be worth 3% towards your final 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:** See [schedule \(https://webcourses.ucf.edu/courses/1448826/pages/schedule\)](https://webcourses.ucf.edu/courses/1448826/pages/schedule). 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 \(mailto:EcoTA@ucf.edu\)](mailto:EcoTA@ucf.edu).

Performance Evaluation:

Syllabus Quiz	=	1%
Conservation Surveys	=	1%
Best Exam Grade	=	32%
2 nd Best Exam Grade	=	28%
3 rd Best Exam Grade	=	22%
4 th Best Exam Grade	=	16%
Total =		100%

Additionally, the optional assignment (see above) can further reduce the impact of a poor exam grade.

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/>  (<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 grade 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, your grade will remain 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 \(https://webcourses.ucf.edu/courses/1448826/files/104074595?wrap=1\)](https://webcourses.ucf.edu/courses/1448826/files/104074595?wrap=1) and other documents on the "[Study Aids \(https://webcourses.ucf.edu/courses/1448826/pages/study-aids\)](https://webcourses.ucf.edu/courses/1448826/pages/study-aids)," page.

This is a fast paced class covering 19 chapters in the semester. To succeed, it is essential that you stay caught up by attending 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;
 - For most students striving for B grades or higher, **I recommend that you schedule about 5+ hours per week for engaging with this course.** Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now.
 - To help you manage your time more efficiently, I recommend you use [Dr. K's Time Management Template \(https://webcourses.ucf.edu/courses/1448826/files/104074681?wrap=1\)](https://webcourses.ucf.edu/courses/1448826/files/104074681?wrap=1). We all have more to do than time available to do it. Trying to fit it all in and be successful can be a challenge. I developed this template as a way to think about and better estimate my responsibilities. While you may not stick exactly to your template, it is very helpful for making sure you cover all of your bases.
- Keep up!
 - Attend 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.

- Attend all of the lectures:
 - If you only read the lecture notes and do not attend lecture, 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 during lectures:
 - While the supplied lecture notes already have much of the content, they are not complete. By adding additional notes during lecture 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 attending the lecture as a way to reinforce what you read or read the chapter after attending 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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-questions\)](https://webcourses.ucf.edu/courses/1448826/pages/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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-aids\)](https://webcourses.ucf.edu/courses/1448826/pages/study-aids) 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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-questions\)](https://webcourses.ucf.edu/courses/1448826/pages/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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-questions\)](https://webcourses.ucf.edu/courses/1448826/pages/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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-questions\)](https://webcourses.ucf.edu/courses/1448826/pages/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 Study and Game Days;
 - 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 Dr. Klowden and 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 \(https://webcourses.ucf.edu/courses/1448826/pages/study-aids\)](https://webcourses.ucf.edu/courses/1448826/pages/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 (mailto: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/> (<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>  (<http://academicintegrity.org>).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false)"  (http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false).

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 \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/). 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 \(https://goldenrule.sdes.ucf.edu/zgrade/\)](https://goldenrule.sdes.ucf.edu/zgrade/)," 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/> (<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](https://studentunion.ucf.edu/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.

Location: Ferrell Commons, Room 7H - 101 // Phone: 407-823-3663 // Hours: Mon-Fri: 10am-6pm, Sat. 12pm-5pm

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.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video

<https://youtu.be/NIKYajEx4pk>



<https://youtu.be/NIKYajEx4pk>

Prevention of Disease Transmission

Help reduce and prevent the spread of diseases to others. While certain diseases may be mild for one person, they may cause others substantial health risks, inconvenience, long-term debilitation, miscarriage, or death.

If we all take precautions, we can greatly reduce disease spread and illness. There are many ways your actions can help protect you, your household, and your community from severe illness. In addition to basic health and hygiene practices, like handwashing, to protect yourself and those around you, it is recommended that you:

- **Stay home** if you have symptoms of flu, "colds", COVID, or other similarly transmissible illnesses!
- If you believe you might be getting or could possibly be ill, **wear a mask** when near others (N95 or surgical grade).
- Always cough or sneeze into a tissue or your elbow (not your hands!).
- Test for COVID if you have symptoms or think you may have been exposed and stay home if you have any doubt.
- Stay up to date with all vaccines (Flu, COVID, etc.).
 - Vaccines are the safest and most effective way to avoid severe illness. Sometimes vaccinated people can still get the flu or COVID, etc. however, vaccines significantly lower the risk of getting very sick, being hospitalized, or dying. Vaccines **cannot** cause the disease for which you are being vaccinated. They simply trick the immune system to think you are infected, so your body produces antibodies in case you really do get infected. Sometimes your body responds with a brief fever, but this does not mean you have the disease. It simply means your immune system is working and it is preparing you in case you really do get the disease. For more information on vaccines and how they work, read:

<https://www.cdc.gov/vaccines/hcp/conversations/understanding-vacc-work.html>

or watch videos on YouTube such as:

https://www.youtube.com/watch?v=_mHo9vGulx8



https://www.youtube.com/watch?v=_mHo9vGulx8

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.

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

TENTATIVE COURSE SCHEDULE (Subject to change)

Week 1: Jan 8 – Jan 13		
	Tu 1/9	Course Introduction
	Th 1/11	M1 - The Web of Life (Ch 1)
		M2 - The Biosphere (Ch 3 + bits of Ch 2)
Week 2: Jan 15 – Jan 20		
	Tu 1/16	M3 - Evolution & Ecology (Ch 6)
	Th 1/18	M4 - Energy (Ch 5)
Week 3: Jan 22 – Jan 27		
	Tu 1/23	M5 - Temperature & Water (Ch 4)
	Th 1/25	Catchup
Week 4: Jan 29 – Feb 3		
	Tu 1/30	Study/Game Day
	Th 2/1	EXAM 1 (Modules 1-5)
Week 5: Feb 5 – Feb 10		
	Tu 2/6	M6 - Life History (Ch 7)
	Th 2/8	M7 - Population Distribution & Abundance (Ch 9)
Week 6: Feb 12 – Feb 17		
	Tu 2/13	M7 (continued)
	Th 2/15	M8 - Population Growth & Regulation (Ch 11)
Week 7: Feb 19 – Feb 24		
	Tu 2/20	M8 (continued)
	Th 2/22	M9 - Population Dynamics (Ch 10)
Week 8: Feb 26 – Mar 2		
	Tu 2/27	Study/Game Day
	Th 2/29	EXAM 2 (Modules 6-9)

Week 9: Mar 4 – Mar 9	
Tu 3/5	M10 - Competition (Ch 14)
Th 3/7	M11 - Predation & Herbivory (Ch 12)
Week 10: Mar 11 – 16	
Tu 3/12	M12 - Parasitism (Ch 13)
Th 3/14	M13 - The Nature of Communities (Ch 16)
Spring Break: Mar 18 – 23 – No Classes	
Week 11: Mar 25 – Mar 30	
Tu 3/26	M14 - Change in Communities (Ch 17)
Th 3/28	M15 - Biogeography (Ch 18)(On Exam 4)
Week 12: Apr 1 – Apr 6	
Tu 4/2	Study/Game Day
Th 4/4	EXAM 3 (Modules 10-14)
Week 13: Apr 8 – Apr 13	
Tu 4/9	M16 - Energy Flow & Food Webs (Ch 21)
	M17 - Landscape Ecology (Ch 24)
Th 4/11	M17 (continued)
F 4/12	Optional Assignment Due - by 11:59p
Week 14: Apr 15 – Apr 20	
Tu 4/16	M18 - Conservation Biology (Ch 23)
Th 4/18	M18 (continued)
Online	M19 - Global Ecology (Ch 25)
Final Exam Week	
Tu Apr 30	Exam 4 (Final Exam) (Modules 15-19) at 1:00p***
<p>***NOTE***</p> <p>The final exam occurs</p> <p><u>earlier</u> than your normal meeting time.</p> <p>Don't be late!</p>	