***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**: 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) or watch videos on YouTube such as: [https://www.youtube.com/watch?v=_mHo9vGu6x8](https://www.youtube.com/watch?v=_mHo9vGu6x8)

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

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

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

**E-mail:** Click HERE 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, 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 UCF E-Mail. Messages from non-UCF addresses will not be answered.
Office Hours:

- Office hours are a mixture of in-person and online (Zoom) [link](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 [link](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 [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 [link](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 [link](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 [link](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://calendly.com/oliviaaron/officehours)
    - Online appointments must be scheduled at least 4 hours in advance.
  - At your scheduled time, go to the appropriate Zoom link [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.
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 page.

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. 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.

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:
To learn the most and perform your best, you should:

This fast-paced class covers 19 chapters in the semester. To succeed, it is essential that you stay caught up by attending lectures, reading, and please read [Study Aids](https://webcourses.ucf.edu/courses/1448826/files/104074681?wrap=1). Additional top 2 videos, as voted by your classmates, will also receive an additional 1% or 2% to be added to your overall course grade. See "Performance Evaluation" section below for further explanation of grade calculations.

### Study suggestions:

- **Final Grade Rounding Policy:**

  Because of extra credit, because of this, grade totals are not available on Webcourses, as it would incorrectly calculate your 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/)

### Performance Evaluation:

<table>
<thead>
<tr>
<th>Syllabus Quiz</th>
<th>= 1%</th>
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<tr>
<td>Conservation Surveys</td>
<td>= 1%</td>
</tr>
<tr>
<td>Best Exam Grade</td>
<td>= 32%</td>
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<tr>
<td>2nd Best Exam Grade</td>
<td>= 28%</td>
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<tr>
<td>3rd Best Exam Grade</td>
<td>= 22%</td>
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<tr>
<td>4th Best Exam Grade</td>
<td>= 16%</td>
</tr>
<tr>
<td>Total</td>
<td>= 100%</td>
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</tbody>
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Additionally, the optional assignment can further reduce the impact of a poor exam grade. 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 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 grade. 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.

### Grading Scale

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

### 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 final grade will be rounded up to an A because three of the three 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 and other documents on the "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/104074595?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.
What is considered academic dishonesty?

- 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.
- 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.

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 should I care about?

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 devaluing your degree and hard work. Non-reporting is also considered academic dishonesty.

For more tips on succeeding in this course check out the Study Aids section on Webcourses.
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 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

Notifications in Case of Changes to Course Modality

***Prevention of Disease Transmission***

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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
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)

<table>
<thead>
<tr>
<th>Week 1: Jan 8 – Jan 13</th>
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<tbody>
<tr>
<td>Tu 1/9</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>M1 - The Web of Life (Ch 1)</td>
</tr>
<tr>
<td>Th 1/11</td>
<td>M2 - The Biosphere (Ch 3 + bits of Ch 2)</td>
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<tr>
<th>Week 2: Jan 15 – Jan 20</th>
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<tbody>
<tr>
<td>Tu 1/16</td>
<td>M3 - Evolution &amp; Ecology (Ch 6)</td>
</tr>
<tr>
<td>Th 1/18</td>
<td>M4 - Energy (Ch 5)</td>
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<th>Week 3: Jan 22 – Jan 27</th>
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<tbody>
<tr>
<td>Tu 1/23</td>
<td>M5 - Temperature &amp; Water (Ch 4)</td>
</tr>
<tr>
<td>Th 1/25</td>
<td>Catchup</td>
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<tr>
<th>Week 4: Jan 29 – Feb 3</th>
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<tbody>
<tr>
<td>Tu 1/30</td>
<td>Study/Game Day</td>
</tr>
<tr>
<td>Th 2/1</td>
<td><strong>EXAM 1 (Modules 1-5)</strong></td>
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<tr>
<th>Week 5: Feb 5 – Feb 10</th>
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<tbody>
<tr>
<td>Tu 2/6</td>
<td>M6 - Life History (Ch 7)</td>
</tr>
<tr>
<td>Th 2/8</td>
<td>M7 - Population Distribution &amp; Abundance (Ch 9)</td>
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<th>Week 6: Feb 12 – Feb 17</th>
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<tbody>
<tr>
<td>Tu 2/13</td>
<td>M7 (continued)</td>
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<tr>
<td>Th 2/15</td>
<td>M8 - Population Growth &amp; Regulation (Ch 11)</td>
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<tr>
<th>Week 7: Feb 19 – Feb 24</th>
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<tbody>
<tr>
<td>Tu 2/20</td>
<td>M8 (continued)</td>
</tr>
<tr>
<td>Th 2/22</td>
<td>M9 - Population Dynamics (Ch 10)</td>
</tr>
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<table>
<thead>
<tr>
<th>Week 8: Feb 26 – Mar 2</th>
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<tbody>
<tr>
<td>Tu 2/27</td>
<td>Study/Game Day</td>
</tr>
<tr>
<td>Th 2/29</td>
<td><strong>EXAM 2 (Modules 6-9)</strong></td>
</tr>
<tr>
<td>Week 9: Mar 4 – Mar 9</td>
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<tr>
<td>Tu 3/6</td>
<td>M10 - Competition (Ch 14)</td>
</tr>
<tr>
<td>Th 3/7</td>
<td>M11 - Predation &amp; Herbivory (Ch 12)</td>
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<th>Week 10: Mar 11 – 16</th>
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<tbody>
<tr>
<td>Tu 3/12</td>
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<td>Th 3/14</td>
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**Spring Break: Mar 18 – 23 – No Classes**

<table>
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<tr>
<th>Week 11: Mar 25 – Mar 30</th>
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<tr>
<td>Tu 3/26</td>
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<td>Th 3/28</td>
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<th>Week 12: Apr 1 – Apr 6</th>
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<tr>
<td>Tu 4/2</td>
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<tr>
<td>Th 4/4</td>
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<table>
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<tr>
<th>Week 13: Apr 8 – Apr 13</th>
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<tbody>
<tr>
<td>Tu 4/9</td>
</tr>
<tr>
<td>Th 4/11</td>
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<td>F 4/12</td>
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<table>
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<th>Week 14: Apr 15 – Apr 20</th>
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<tbody>
<tr>
<td>Tu 4/16</td>
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<tr>
<td>Th 4/18</td>
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<table>
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<th>Final Exam Week</th>
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<tbody>
<tr>
<td>Tu Apr 30</td>
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***NOTE***

The final exam occurs earlier than your normal meeting time.

Don't be late!