INSTRUCTOR INFORMATION

Instructor: Peyton Haifley, P.S.M.
Department of Biology
Email: haifleyp@colostate.edu
Meeting Times: T/Th 12:30-1:45pm
Classroom: Behavioral Sciences 103
Office Hours: Online via Zoom by appointment. Please contact me at least 24 hours in advance so that we can make the proper arrangements.

Communication Policy: Please include the following in your email: (1) Your name, (2) BZ 349. I will do my best to answer emails within 24 hours, but I may elect to provide a summary response to multiple emails by announcement or class email rather than through an individual response.

PREREQUISITES FOR COURSE

BZ 220 - Introduction to Evolution

COURSE DESCRIPTION & OBJECTIVES

Broad introduction to terrestrial, freshwater, and marine tropical biodiversity and the ecological and evolutionary processes that generate and maintain this diversity. Students will know differences and similarities between tropical and temperate patterns of diversity and ecological and evolutionary processes; be able to provide examples of the latitudinal diversity gradient; know the hypotheses for the latitudinal diversity gradient and be able to critically evaluate these hypotheses; be familiar with the types of organisms that inhabit different tropical ecosystems on different continents; understand the threats facing the tropics and the importance of tropical rainforests and other tropical ecosystems for global sustainability.

TEXTBOOK / COURSE READINGS

A) (OPTIONAL) TEXTBOOKS: John Kricher, *Tropical Ecology* and Richard Primack and Richard Corlett, *Tropical Rain Forests* (on Canvas). While the course information will be given primarily through lectures, discussions and activities, you may also use this textbook to help deepen or clarify your understanding on certain topics. Corresponding chapters for each lecture are provided on the course schedule if you would like to read them.
COURSE MATERIALS & EQUIPMENT

A) (REQUIRED) CANVAS website. The majority of course materials will be delivered via Canvas. You will need your eID to login in: http://canvas.colostate.edu If you are registered for LIFE103, this course will be in your listing. If you are new to CANVAS, please take the time to review the CANVAS tutorials so you can get the most out of this resource!

B) (REQUIRED) iClicker Account. Throughout lectures I will use iclicker questions to promote discussion and evaluate your knowledge of content. All students have access to free iclicker accounts. To participate in iClicker Cloud polling, you must create an iClicker account through the campus portal.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Participation. I will post weekly announcements to notify you of course updates, so plan on checking your Canvas page at least once a week. Modules will include lecture slide PDFs, discussion boards and activities that you will need to complete by the due date. Most material will be delivered via in-person lectures that will include group activities and iclicker questions. ECO360 videos will be available, but you must come to class to receive participation points.

Expectations. It is expected that you spend as much time as you need to successfully complete each week. While participating in this course, it is expected that you follow good netiquette. Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Late Work.

All work must be completed by posted deadlines on Canvas. No late work will be accepted unless you have prior accommodations or under the case of an emergency. In the case of an emergency, please reach out to me and we can work out the necessary arrangements.

Exceptions.

If you need accommodations such as assignment extensions, makeup work, or additional excused absences due to a disability or extenuating life event, please reach out to either the Student Disability Center or Student Case Management. I am happy to work with you to make any accommodations you need.
Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments will be returned within three (3) days of the due date and major assignments will be returned within one (1) week. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Points</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Weekly Reviews (13 x 20 points - two dropped)</td>
<td>220</td>
<td>30 %</td>
</tr>
<tr>
<td>Discussions (4 x 30 points)</td>
<td>120</td>
<td>15 %</td>
</tr>
<tr>
<td>Participation (15 x 5 to 10 points)</td>
<td>110</td>
<td>15 %</td>
</tr>
<tr>
<td>Unit Exams (3 x 75 points)</td>
<td>225</td>
<td>30 %</td>
</tr>
<tr>
<td>Tropical Organism Project</td>
<td>75</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>750</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

Type of Assignments

Weekly Reviews.
At the end of each week you will complete a weekly review (except for weeks with exams). These activities are designed to help you practice applying the material you learned about in the lecture. Each activity is a set of 10 questions (multiple choice, select all that apply, fill in the blank, matching, etc.) available on canvas. Think of this as an opportunity to check your
understanding of the weekly concepts. Each review will open after Thursday's lecture and is due the Monday of the following week. **You may use canvas materials, notes, or your textbooks to help you complete these reviews.** These reviews have no time limits and your **two lowest** grades will be dropped.

**Discussions.**
You will have **four** paper discussions (30 pts) throughout the course (this includes your class introduction.) Paper discussions will require you to read a paper on a topic we are covering that week and to post **two** discussion questions about the paper to your canvas discussion board. Afterwards, I will randomly assign you six of the discussion questions to answer with a group during a Thursday class which you will then submit to canvas. Check your canvas page to see when these discussions will be due.

**Lecture Participation.**
Each lecture will contain activities or Iclicker questions to evaluate your understanding of concepts. These questions are not graded as to whether you got them right, but rather if you answered them. **Each week** will contain **5 to 10** participation points received by participating in class.

**Unit Exams.**
There are **three** unit exams throughout the course. Each exam is worth **75** points and will cover the previous unit's information. Exams take place in person, however, you decide if you would like to take the exam on a computer (with a lock browser) or on paper. You will be given the full class time to complete the exam, including the final (3rd) exam. **Canvas materials, notes, the internet, peers, textbooks, or any other outside materials are NOT to be used during exams. Cheating will be dealt with according to the university's procedures.** See the Academic Integrity & CSU Honor Pledge section below for more information.

**Tropical Organism Project.**
In this project you will work with a group to research an interesting, amazing, weird, or just plain cool organism that lives in the tropics. As I am not able to cover all examples of plants, animals, or fungi that live in tropical areas, this is your chance to share information with your peers about examples I did not get to in class. As a group you will research and make a poster on a chosen organism that will be displayed during a gallery presentation in class. This project is worth **75 points** and will be graded on an **individual** basis.
**EXTRA CREDIT.**
Periodically throughout this course you will be provided an opportunity to complete extra credit assignments that will total to no more than 10 points total of extra credit. **There are no other additional extra credit opportunities and letter grades will not be changed at the end of the semester.**

**CANVAS INFORMATION & TECHNICAL SUPPORT**

Canvas is where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the [Canvas Student Orientation](#) materials.

**ACADEMIC INTEGRITY & CSU HONOR PLEDGE**

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU’s [Academic Integrity - Student Resources](#).
Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to students with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student’s eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.
THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: CSU Policy: Title IX Sexual Harrasment.

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.
RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to complete the Request Form at least one full week prior to the event.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The About webpage of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.