Principles of Evolution– Spring 2023

BIOL 4500 Section 001 – 3 Credits
Utah Valley University

Instructor Information

Dr. Carl E Hjelmen (he/him)
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Office hours:

Monday 1-2pm and Thursday 4-5pm or by appointment

Course Prerequisites:

BIOL 3500 Genetics

Resources:

Text:

No required textbook, but if you want a reference textbook, any Evolution textbook will likely be sufficient. I will provide a PDF of older text (Evolution by Ridley 3rd Edition) on Canvas for recommended readings.

We will be discussing a number of papers and classic literature. These required readings will be posted in PDF format on Canvas. I can always make further reading recommendations if you ask

Course website:

Canvas. Additional helpful resources are also available on https://cehjelmen.github.io
You can access these sites from any computer linked to the internet.

Access to Canvas will be critical as assignments, grades, updates, and other announcements will be posted there.

Computation:

While much of this class will rely on paying attention to lecture and participation in discussion and activities, some work requires use of a computer with internet access. I highly suggest that you bring your own laptop to class. **Please let me know if this is not possible.**

Course Information:

Description

"Nothing in biology makes sense except in the light of evolution"—Theodosius Dobzhansky

Evolutionary biology seeks to make sense of the miraculous diversity that exists within and among organisms on the planet. The concepts within this field of biology help us make sense of disease, viruses, ecology, and variation as a whole. This course will provide students with a broad conceptual foundation and capstone for life science courses they have taken or will take.

Course Objectives:

- Discuss classic literature and historical figures on the subject of evolutionary biology.
- Explain the molecular and genetic basis for evolution.
- Explain the mechanisms of evolution (natural selection, migration, genetic drift, mutation, and nonrandom mating) and their relationship to genetics of populations and sources of variability.
- Apply Hardy-Weinberg calculations to various populations.
- Describe the mechanisms of speciation and origin of new species.
- Evaluate how the fossil record relates to current views of evolution.
- Analyze evolutionary trends demonstrated by phylogeny.
- Investigate the course of evolution in prokaryotes and eukaryotes, with an emphasis on hominin evolution.
- Compose a variety of disciplinary-appropriate texts; for example, scientific essays evaluating various evolutionary topics, scientific posters, scientific manuscripts, mock grant proposals, etc.

Course Expectations:

Student Responsibilities

Everyone (students and instructor) should treat others with mutual respect and patience. I encourage students to work together to solve problems, unless otherwise explicitly stated. I recognize students come from their own unique background and have had their own unique experiences. If you need any special accommodations or assistance, please do not hesitate to contact me with questions.

How to do well in this course:

How well you do will be directly related to the effort you put into it. Below are suggestions:

1. Regular attendance - You will benefit from class discussion and activities. Furthermore, the class needs your participation to establish a group dynamic that provides encouragement and support.
2. Be prepared - Please do assigned readings and assignments on time. If you are interested, I can always provide additional reading materials.
3. Listening and Speaking - We will practice being generous and respectful listeners. Know that the class will benefit from what you have to contribute. Please, no side conversations.
4. Additional Information - Keep up with the work--it's not intended to be difficult, but you can't stir up your thinking without a commitment to taking the class seriously. You will be required to do additional informal assessments and exercises. Many of these exercises will be in-class work; if you have sustained absences, you will have difficulty passing the course.
5. Making your needs known - Please let me know what your needs are throughout the term. I am happy to work with you to improve your experience in this course when possible.
6. Writing – Assignments **must be typed** unless otherwise specified. Well-written English and good spelling are expected; I will deduct points for excessive spelling and/or grammar errors on any assignment.
7. Distractions – Unless told otherwise, put away all electronic devices during class.
8. Success may take time outside of class - Mastery isn't immediate. Part of success is spending as much time studying that is necessary for you. This amount will vary from student to student. If you need tips or help, please contact me.

Course Procedures:
I have provided a preliminary schedule that we will follow, it includes the sequence of topics, reading materials, assignments, etc., however, keep in mind that this schedule is subject to change. You are responsible for all announcements made in class or online, and adjustments to schedule (even if you are not there). If you miss a class or come late after announcements have been made, you are responsible to find out from another student what announcements were made and what material was covered.

Lecture Notes:
Lecture notes or a power point presentation will typically be posted before lecture when possible. These notes will not cover everything said in lecture, but they should prove a useful addition to your notes for understanding and reviewing the concepts.

Professor Responsibilities

It will be my goal in this course to be prepared, organized, and provide a safe, productive environment to learn. Students can be expected to be treated fairly, and with respect. Additionally, all assignments will be graded and returned in a timely manner.

I will be available outside of class time to help any students who ask for it during student hours. If for any reason you cannot meet with me during the pre-determined times, you are welcome to contact me to discuss arranging an additional meeting time. You are always welcome to come by my office, but unless it is arranged in advance, I cannot guarantee I will be available.

The best method to reach me is through e-mail, however, please be patient and recognize that you may not always receive an immediate response. I will do my best to respond in a timely manner within reasonable hours, but e-mails sent late at night will not be responded to until the next day.

Disclaimer - Communication and Syllabus Changes

All items in this syllabus are subject to change or modification to correct errors or accommodate extenuating circumstances. You are responsible for messages sent by me and other UVU officials to your UVU email address. If you do not regularly use this address, please forward your UVU email to the address you regularly use. Please check the email for important class announcements and updates.

Assessment:
Your final grade will be determined by the following formula (to be determined):

Area	% of grade
Exams	25 (12.5% each)
Discussion précis	15
Leading Discussion	10
Assignments	25
Project	25
Total	100

- The class will **not** be graded on a curve
- Your final grade will be calculated on a percentage basis

Cutoff	Grade	Cutoff	Grade
93%	A	73%	C
90%	A-	70%	C-
87%	B+	67%	D+
83%	B	63%	D
80%	B-	60%	D-
77%	C+	<59.5%	E

Assignments and Project Descriptions

Discussion "précis" (15%)

A précis is a short summary of a text or speech. Each week in which we have a discussion over a paper you will be required to submit a précis that accompanies the text. These are required by the beginning of class to ensure everyone reads the material. A précis includes information such as the question being asked, identification of the hypothesis, a summary of the findings, and at least one question you have about the material. Specific rubrics and descriptions can be found on Canvas.

Leading Discussion (10%)

Many weeks, we will spend Fridays discussing a relevant and/or historical from the primary literature (peer reviewed work). Students must sign up to lead (or co-lead) a discussion. Students may utilize slide shows, the white board, etc., but must be prepared to lead the class in the discussion.

Assignments (25%)

In some of the sections, we will focus on the application of skills and utilization of tools. Handouts will accompany these activities and must be turned in on Canvas for assessment and feedback. Other sections will have short essays and papers to write up. Rubrics will accompany written assignments.

Exams (25%)

There will be two take home exams throughout the semester (see dates on schedule) and make up 25% of your final grade (12.5% each). These exams will be "take-home" exams and may include some basic recall of information from lectures, but will focus primarily on interpretations, critical thinking, and thoughtful discussion over open-ended questions.

Final Project (25%)

While we will cover a lot of material in this course, we may not cover an organism or evolutionary topic that is of most interest to you. In order to enrich the material we learn in lectures, students will construct their own review of an organism/evolutionary topic. This project will be scaffolded throughout the semester, with: 1) selection of topic, 2) Outline and Annotated Bibliography, 3) Meeting with Dr. Hjelmen. More details and a rubric to follow.
Students will present their posters on the final day of class.

Late work:

I will keep the window for submitting assignments open, but they will accrue a 10% grade deduction daily.

I understand that life can be chaotic and there are many things outside of your control. **If you are unable to complete an assignment for any reason by the due date, please let me know and we can work something out**! Remember to always let Dr. Hjelmen know if you're going to be late!

Cheating and plagiarism:

I encourage students to work together to solve problems, unless otherwise explicitly stated. This does not mean copying answers. I do not tolerate cheating of any kind, including copying from another student on exams or assignments. I will impose one of several penalties for cheating that range from a warning up to assigning a failing grade for the course. Please ask me if you are not sure about what constitutes plagiarism.

UVU Policies and Resources

Policies and Success Strategies (Links to an external site.)

Accessibility Services (Links to an external site.)

- Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

Campus Resources (Links to an external site.)

Technology Support Services

For 24/7 technical support contact Instructure's Canvas Support Live Chat (Links to an external site.) (385) 204-4930 (Available 24/7)

Student Care Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit https://www.uvu.edu/studentcare/ for access to a variety of resources. You may also email care@uvu.edu for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 https://www.uvu.edu/studenthealth/psych/ . The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line https://safeut.med.utah.edu/. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

Tentative Course Schedule

Here is a (tentative) schedule for topics. It is your responsibility to make up any work that you might miss if absent. All readings and assignments can be found on Canvas.

The last two lecture days will be a topic of choice voted on by students (to be decided later in semester)

Week	Dates	Topics	Readings	Due Dates
1	Jan. 9 Jan. 11 Jan. 13	Intro & Syllabus What is Science? Watch Darwin Video		 *Syllabus quiz due Friday Jan. 13*
2	Jan. 16 Jan. 18 Jan. 20	***MLK Jr DAY—NO CLASS*** What is Evolution? How to read a scientific paper—Formation of Annotated Bibliography	*For Class:* – Ridley Ch. 1	*Darwin Video questions—Jan 18* *Questions about scientific papers Due Jan 20*
3	Jan. 23 Jan. 25 Jan. 27	Continuation of Darwin et al. Relevance of Mendel and others **Discussion: Pre-Darwin ideas:**	*For Class:* – Ridley Ch. 2 *For Discussion:* – Malik 2017	***Selection of Project Subject-Jan 27*** *Precis-Jan 27*
4	Jan. 30 Feb. 1 Feb. 3	Overview of Genetics and origins of variation Mutations cont. **Discussion: Evolutionary Synthesis**	*For Class:* – Ridley Ch. 2 *For Discussion*: – Mayr 1993	 *Precis-Feb 3*
5	Feb. 6 Feb. 8 Feb. 10	Evidence for Evolution Mechanisms of Evolution: Selection **Darwin Day (observed): Discussion on Darwin's Finches**	*For Class:* – Ridley Ch. 3 & 4 *For Discussion:* – Grant and Grant 2003	*Review/Reflection of Dobzhansky 1973—Feb 8* *Precis Feb 10*
6	Feb. 13 Feb. 15 Feb. 17	Mechanisms of Evolution: Selection pt. 2 Mechanisms of Evolution: Selection pt. 3 **Discussion: Evolutionary Trade-offs**	*For Class:* – Ridley Ch. 5 & 6 *For Discussion*: – Simmons and Emlen 2006	***Exam 1—Feb 15*** *Precis Feb 17*

7	Feb. 20 Feb. 22 Feb. 24	***Washington and Lincoln Day—NO CLASS*** Mechanisms of Evolution Genetic Drift **Discussion: Genetic Drift**	*For Class:* – Ridley Ch. 7 *For Discussion:* – Dobzhansky 1957	***Outline and Annotated Bibliography-Feb 24*** *Precis Feb 24*
8	Feb. 27 Mar. 1 Mar. 3	Mechanisms of Evolution: Gene flow Hardy-Weinberg Hardy-Weinberg cont.	*For Class:* – Ridley Ch. 5	*Hardy-Weinberg Probs—Mar. 3*
-	Mar. 6-11	***SPRING BREAK—NO CLASS***		
9	Mar. 13 Mar. 15 Mar. 17	Micro vs Macroevolution What is a species? **Discussion: What is a species?**	*For Class:* – Ridley Ch. 4 & 13 *For Discussion:* – Mayr 1996	 *Precis Mar. 17*
10	Mar. 20 Mar. 22 Mar. 24	Speciation Speciation Cont. **Discussion: Why are there so many animals?**	*For Class:* – Ridley Ch. 14 *For Discussion:* – Hutchinson 1959	*Which is the best species Concept? Due Mar 22* *Precis Mar. 24*
11	Mar. 27 Mar. 29 Mar. 31	Systematics Phylogenetics **Discussion: Biological Classification**	*For Class* – Ridley Ch. 15 & 16 *For Discussion:* – Mayr 1981	*Meet with Dr. Hjelmen by 3-30* *Precis Mar 31.*
12	Apr. 3 Apr. 5 Apr. 7	Phylogenetics Hands on Work on Project Work on Project		**Exam 2 Due—April 5**
13	Apr. 10 Apr. 12 Apr. 14	Human Evolution Human Evolution Human Evolution		**Poster Draft Due—Apr 10** **Peer Review of Poster Due—Apr 14**

14	Apr. 17 Apr. 19 Apr. 21	Classroom overview of posters Classroom overview of posters **TOPIC OF CHOICE**		
15	Apr. 24 Apr. 26	**TOPIC OF CHOICE** Poster Presentations		

Final Assignment: Due May 2 by 11:59pm