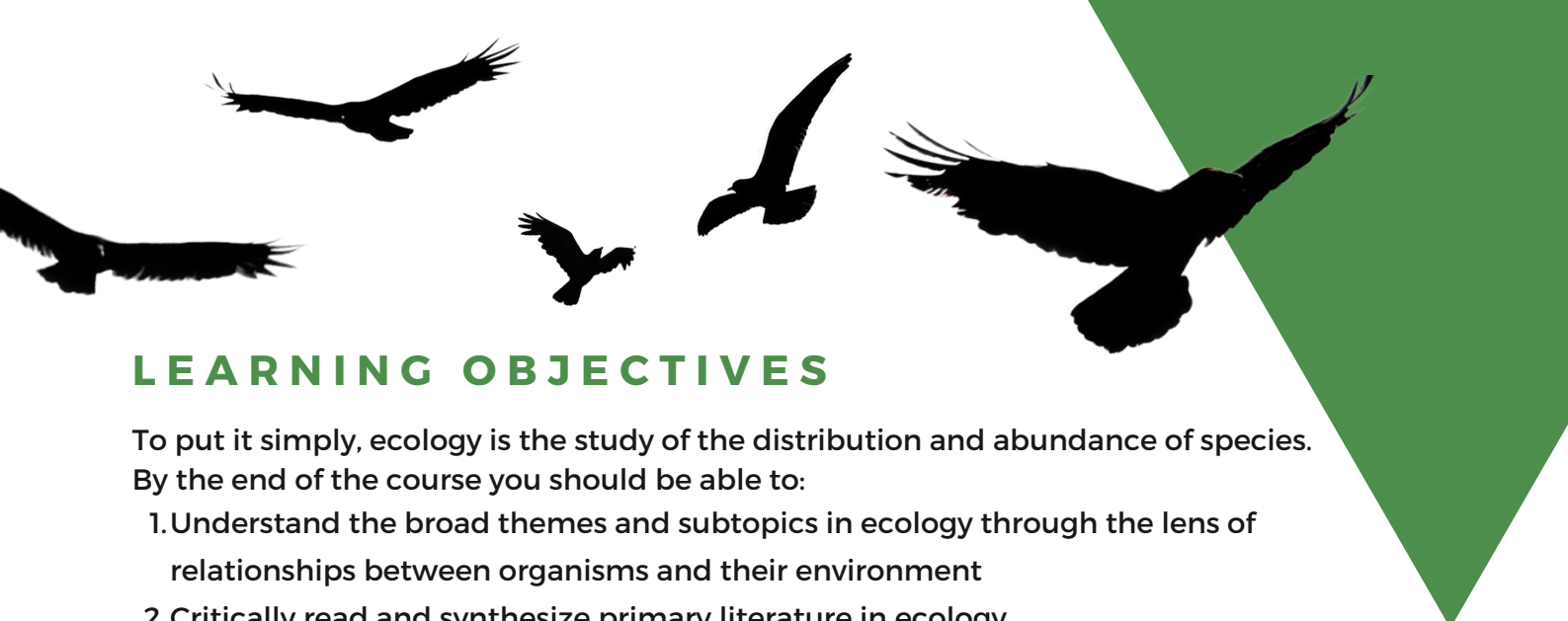




*BIOE 107*  
*ECOLOGY*

UCSC SUMMER SESSION 1  
*June 26 - July 28, 2023*

INSTRUCTOR  
*Katie Kobayashi*



## LEARNING OBJECTIVES

To put it simply, ecology is the study of the distribution and abundance of species. By the end of the course you should be able to:

1. Understand the broad themes and subtopics in ecology through the lens of relationships between organisms and their environment
2. Critically read and synthesize primary literature in ecology
3. Apply the scientific method and improve scientific writing skills
4. Identify and compare the approaches used to study ecology (experimental, observational, comparative etc.)

## RECOMMENDED TEXTS

There are no "required" texts but, if you find a book beneficial, these are the best ones:

- A Primer of Ecology by Gotelli. Sinauer Press. 4th Ed.
- Ecology by Cain, Bowman and Hacker. Sinauer Press. 3rd or 4th ed.

## YOUR TEACHING TEAM



**KATIE  
KOBAYASHI**

(she/her)

Instructor  
[kmkobaya@ucsc.edu](mailto:kmkobaya@ucsc.edu)

Zoom Office hours  
Tuesdays & Thursdays 5 – 6



**MADELINE  
SLIMP**

(she/her)

TA  
[mslimp@ucsc.edu](mailto:mslimp@ucsc.edu)

Zoom Office Hours  
Wednesdays 11 -- 12



**MILAGROS  
RIVERA**

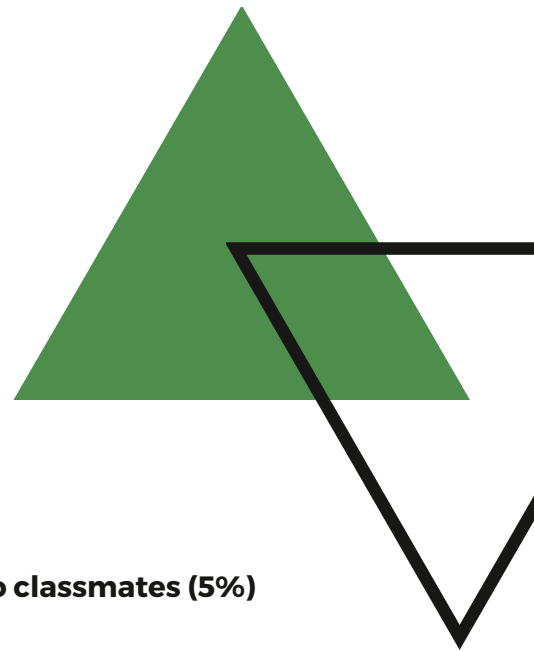
(she/her/they/them)

TA  
[migriver@ucsc.edu](mailto:migriver@ucsc.edu)

Zoom Office Hours  
Mondays 12 – 1

\*Find our zoom office hour links on canvas

# COURSE BREAKDOWN



## PARTICIPATE

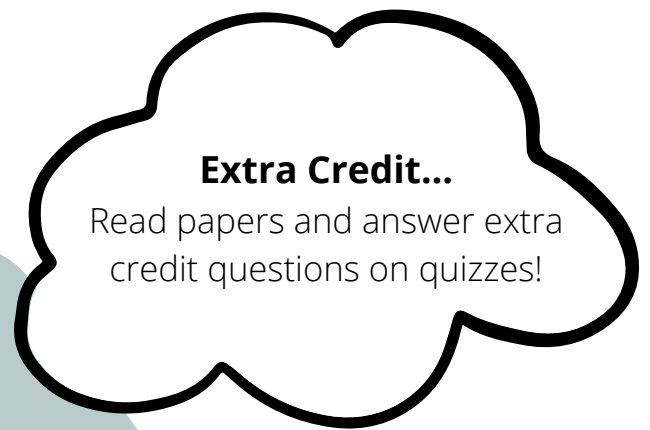
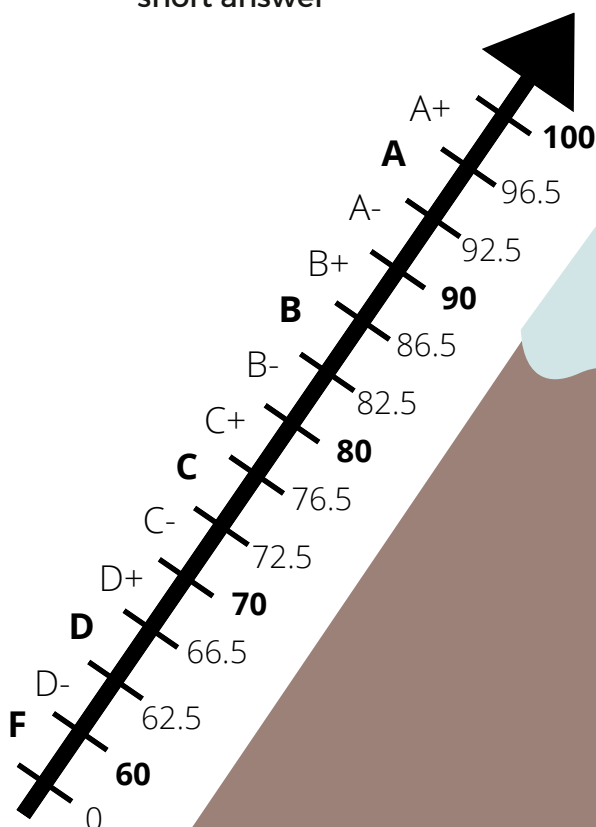
- **Weekly Reflections (5%)**
- **Canvas Discussion Boards – Ask questions and respond to classmates (5%)**

## TEST YOUR LEARNING

- **Practice Problem Sets (15%)**
  - Apply mathematical models to inform realistic conservation practices
- **"Daily" Quizzes (15%)**
  - Low stakes assessments to use as study aids to keep you up to date on material
- **Midterm (15%)**
- **Cumulative Final (15%)**
  - Demonstrate what you've learned with definitions, matching, MCQ and short answer

## LEARN TO WRITE LIKE AN ECOLOGIST

- **Field Notebook (10%)**
  - Identify ecological patterns and form research questions after recording your field observations
- **Research Proposal (20%)**
  - Develop a field book entry into a short proposal



# HOW DOES THIS CLASS WORK?

This course is designed to work asynchronously in order to account for the fact that student lives are dynamic (work, sharing a household computer etc.). Lectures and quiz/exam/assignment instructions are posted so you are welcome to complete the weekly work at your own pace.

## CANVAS

01

Canvas will be your go-to place for all assignments/links (Piazza and Zoom etc.)

- Use the weekly guide to plan out your week!
- Turn in all assignments, quizzes, and exams online via Canvas by 11:59 pm on the listed due date!



## GET QUESTIONS ANSWERED

02

- Video chat with the professor or TAs during their open office hours or email them to set up an appointment that works for you!
- Use piazza to ask questions and interact with your peers! (also earn points!)



## LATE POLICY

03

- 10% of the total points will be deducted per day (including weekends)



# ACADEMIC INTEGRITY

You are an important member of an academic community at one of the world's leading research universities. As a member of this community, you are responsible for maintaining an environment of trust, honesty, fairness, and respect. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using the internet or other resources to obtain information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

If you are not clear about the expectations for citing sources, completing an assignment, or taking a test or examination, be sure to consult the library website on citing sources ([guides.library.ucsc.edu/citesources](https://guides.library.ucsc.edu/citesources)), and if you are still confused, seek clarification from your instructor or TA before turning in your assignment. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. Consequences and process for academic misconduct appear here: [ue.ucsc.edu/academic-misconduct.html](https://ue.ucsc.edu/academic-misconduct.html)

# TEACHING & DIVERSITY

This course will use a variety of methods to get the material across in an effort to accommodate the various learning needs of individuals. Readings, traditional lectures, supplemental videos and activities will all be used in this course.

I am committed to serving students from diverse backgrounds and perspectives equally in this course, to address the learning needs of students both in and out of class and to view the diversity brought to this class as a resource and advantage. I am committed to presenting the material in a way that is respectful and mindful of gender, sexuality, disability, age, socioeconomic status, race, ethnicity and culture. If there are ways to improve the course in these respects, please let me know.





## STUDENT ACCESSIBILITY

I aim to make our learning community as accessible as possible by providing accessible materials and opportunities for different kinds of engagement in our classroom. If you come experience a barrier to your participation in a class, activity, or meeting, please bring this to my attention **as soon as possible**, and I will gladly work with you to ensure accessibility.

If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the **Disability Resources Center (DRC)**. I encourage all students to consider how they may benefit from DRC services. You can learn more at [drc.ucsc.edu](http://drc.ucsc.edu), or by contacting the DRC by phone (831-459-2089) or email ([drc@ucsc.edu](mailto:drc@ucsc.edu)).

For students already affiliated with the DRC, make sure that you have requested Academic Access Letters, where you intend to use accommodations. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course as soon as possible.

## TITLE IX

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

For more information please visit [care.ucsc.edu](http://care.ucsc.edu).

# 2023 IMPORTANT DEADLINES FOR SUMMER SESSION 1

## Key Dates

Add/Swap - Thursday, June 29

Drop - Monday, July 3 (tuition reversed)

Request "W" Grade - Sunday, July 16 (no tuition reversal)

Change Grade Option - Sunday, July 23

## Summer Session Policies

Summer is unique. You will not be dropped for non-attendance or non-payment. You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

## Additional Information

For additional information on Summer Session courses, visit: [summer.ucsc.edu](http://summer.ucsc.edu)

## LAST BUT NOT LEAST....

If you need help **PLEASE ASK!!!** The teaching team is here to help you! You are **NOT** a bother to us, we **WANT** to hear from you and help you (also zoom office hours can be lonely if nobody visits us!). Communication is a key to success especially in such a fast-paced and involved course.

With that, good luck!

