

Microbiology & Immunology Microbiology & Immunology 3200B

Course Syllabus for Winter 2025 (version 1)



Western University is committed to a **thriving campus**; therefore, your health and wellness matter to us! The following link provides information about the resources available on and off campus to support students: <https://www.uwo.ca/health/> Your course coordinator can also **guide you** to resources and/or services should you need them.

1. Technical/Classroom Requirements



Laptop or computer



Stable internet connection



Working microphone



Working webcam



At least 1 dry erase whiteboard marker(s) for each group for use in the flipped-classrooms



Solstice app (free download). https://wts.uwo.ca/solstice/getting_started/quick_start_guide.html

2. Important Dates

Classes Resume	Midterm Test	Reading Week	Classes End	Study day(s)	Exam Period
Monday January 6	February 3	February 15–23	Friday April 4	April 5–6	April 7–30

3. Contact Information

Course Coordinator and Instructor	Contact Information

Teaching Assistant(s)	Contact Information

4. Course Description and Design

This course equips you with knowledge of viruses, their infectious cycles, and the intricate workings of their genomes, structures, and replication. Students will also participate in a Think-tank exercise where they design every aspect of a 'Pandemic of Epic Proportions' and collaboratively develop strategies for its control and eradication.

Prerequisites: Biochemistry 2280A, Biology 2581B, Microbiology and Immunology 2500A

Recommended: Biochemistry 3381A

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Delivery Mode: [in-person] **In the event of a campus closure, lectures and flipped-classroom learning will shift to [online] format

Timetabled Sessions

Component	Date(s)	Time

- ☒ Attendance at lectures is strongly encouraged
- ☒ Part of this course involves a flipped-classroom "Think-tank" component. **Attendance is mandatory.**
A flipped-classroom session is an instructional strategy or teaching approach where the traditional roles of classroom activities and homework are reversed or "flipped." Classroom time is then dedicated to interactive and collaborative activities. Instead of traditional lectures, student groups will use class time for discussions, problem-solving sessions, group work, hands-on activities, or other forms of active learning. This allows students to apply the knowledge they gained independently and teach it to their group members.
- ☒ Attendance and participation in the Think-tank sessions will be a graded component
- ☒ Asynchronous work defined by each student group must be completed prior to each Think-tank session

Students are expected to frequently view all material posted on the M&I 3200 OWL Brightspace site, read the supplemental material when applicable, attend and participate in the flipped classroom sessions, complete all assessments, and develop a "working knowledge" of virology and pandemics. All course material will be posted to OWL: <https://westernu.brightspace.com/d2l/login>. Any changes will be indicated on the Brightspace site and discussed with the class. If students need assistance, they can seek support on the [OWL Brightspace Help](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled. Students interested in evaluating their internet speed, please click [here](#).

5. Learning Outcomes

- examine key aspects of viruses and emerging viruses, infectious cycles, viral structure, and replication,
- explore how cutting-edge methodologies are being used to study viruses,
- evaluate different types of intrinsic and innate immune defenses against viral infections,
- describe the science of pandemics and their impact on various health sectors,
- explore the interdisciplinary approaches used to address infectious diseases,
- evaluate the effectiveness of vaccines and antivirals in viral prevention and treatment,
- develop critical thinking and problem-solving skills through collaborative brainstorming and decision-making,
- apply knowledge of biology, medicine, health and social sciences to real-world challenges, and
- collaborate with peers on a term project to develop communication and teamwork skills.

6. Course Content and Schedule

Week	Date	Topic	Rooms	Instructor
		<i>1 hour self-directed review of M&I 2500 Virology section material (on student's own time)</i>		
		Intro to course and lecture on Science of Pandemics		Prof + TAs
		Science of Pandemics- continued		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Emerging Viruses		Prof
		Methods in Virology		Prof
		Flipped Classroom- Think-tank Session (Workload Tim	*WALS Tech	Prof + TAs
		Entry and Egress		Prof
		Genomes and Genetics		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Synthesis of RNA from RNA		Prof
		Transcription and RNA Processing		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		No lecture; Midterm Test (2 hrs)		
		Viral DNA Replication		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Reverse Transcription and Integration		Prof
		The Infected Cell		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Family Day- No class		
		Spring Break- No class		
		Spring Break- No class		
		Intrinsic/Innate Defenses and Viral Evolution		Prof
		Vaccines and Antivirals		Prof
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Unusual Infectious Agents		Prof
		Anatomy of the COVID-19 Pandemic		Prof
		Buffer Slot or Flipped Classroom-Think-tank Session	*WALS Tech	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Flipped Classroom- Think-tank Session	*WALS Tech/Flex	Prof + TAs
		Think-tank Project Presentations	*WALS Tech	Prof + TAs
		-Submit Written Assignment (Pandemic Narrative)		
		-Submit Oral Presentations to TAs		
		Think-tank Project Presentations	*WALS Tech/Flex	Prof + TAs
		Think-tank Project Presentations	*WALS Tech/Flex	Prof + TAs
		Think-tank Project Presentations	*WALS Tech	Prof + TAs
		Final Exam (during final exam period; 2 hrs)		Prof + TAs

* WALS room numbers will be assigned to each group and will vary depending on the date

7. Participation and Engagement

- ☒ Students are expected to participate and engage with content as much as possible
- ☒ Students are expected to attend and participate in the flipped-classroom Think-tank sessions
- ☒ Students are expected to research content for the course outside of class
- ☒ Students are expected to also meet outside of class to work on their group projects as necessary

8. Evaluation

Assessment	Format	Group or Individual Mark	Weight	Due Date	Flexibility
Midterm Test	Multiple-choice, multiple-multiple choice, and short answer	Individual	30%		Not applicable
Final Exam	Multiple-choice, multiple-multiple choice, and short answer	Individual	30%		Not applicable
Term Project (Flipped Classroom)	Mixed (written assignment, participation, oral presentation)	Group and Individual	40%		
Term Project Breakdown					
Critical thinking, problem-solving, creativity and innovation skills in the think-tank exercise	Written Assignment (Pandemic Narrative)	Group	(25%)		72-hour no late penalty
Participation and engagement in the project phases and teamwork abilities	Participation	Individual	(10%)		72-hour no late penalty
Presentation skills	Individual Oral Presentation	Individual	(5%)		Not applicable

- ☒ Written assignments will be submitted to Turnitin (statement in policies below).
- ☒ Rubrics will be used to evaluate assessments and will be posted in Brightspace.
- ☒ A student may not receive the same grade as their group members for the Term Project.
- ☒ After an assessment is returned, students must wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.
- ☒ All requests for academic consideration require a signed self-attestation and an accompanying rationale.

- ✓ Requests for academic consideration for the Final Exam **require** official documentation. As such, requests for academic consideration without supporting documentation for the Final exam will be denied.
- ✓ Your **written assignment** and **participation evaluation** of your group members has a no-questions-asked 72-hour grace period. This means that you can submit these assignments up to 72 hours past the posted deadline without penalty. As such, requests for academic consideration for these assignments will be denied.
- ✓ The midterm test, final exam and all components of the term project must be completed to pass the course. If not, the student(s) will receive a fail.

Designated Assessment: Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. See below for information on academic consideration policy and missed course work. For this course, the following assessment has been designated as requiring supporting documentation:

- Final Exam (date to be announced)

Information about flexibility in assessment

- ✓ For each assignment, students are expected to submit the assignment by the deadline listed.
- ✓ Flexibility in assessment has been applied to this course. Academic consideration requests will be denied for the **“Written Assignment (Pandemic Narrative)”** assessment since flexibility is included. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the original deadline without a late penalty. Students do not need to notify their TA or course coordinator. If students submit their assessment beyond 72 hours past the deadline (regardless of the reason), **a late penalty of 10% per day** will be subtracted from the assessed grade. Since this is a group project, requests for academic consideration beyond the 72 hours will be denied.
- ✓ Requests for academic consideration for all other assessments need to be supported by documentation and must be submitted **within 48 hours of the original deadline**. If you have a long-term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to the course coordinator at least one week prior to the posted deadline.

Description of Assessments

TESTS (60% of final grade):

Midterm/Final Format: The midterm test and final exam will contain multiple choice, multiple-multiple choice and short-answer questions based on lecture material provided for the appropriate sections (outlined below). The final exam is not cumulative; however, some of the lecture content covered after the midterm may encompass/build upon some concepts already covered before the midterm.

The midterm test covers the following lectures (subject to change) and is held outside of the regularly scheduled class time

- Science of Pandemics
- Emerging Viruses
- Methods in Virology
- Entry and Egress
- Genomes and Genetics
- Synthesis of RNA from RNA
- Viral Transcription and RNA Processing

The final exam covers the following lectures (subject to change) and will be held during the final exam period (TBD):

- Replication of Viral DNA Genomes
- Reverse Transcription and Integration
- Unusual Infectious Agents
- The Infected Cell
- Innate Defenses and Viral Evolution
- Vaccines and Antivirals
- Anatomy of the COVID-19 Pandemic

Please arrive outside the test room early. **No calculators, phones, or other electronic devices are permitted.** Your desk must be bare except for student ID card, pencil and eraser. Answer sheets should be covered when not in use. Be aware that answer sheets will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Written answers must be legible as assessed by the grader or a grade of zero will be applied to that question.

TERM PROJECT (40% of final grade):

Written Assignment- "Pandemic Narrative" (25% of final grade): This component of the course requires students to present their results of the think-tank exercise in a 15- to 20-page written narrative excluding figures/pictures/videos/etc. and excluding references.

The following format is required, or marks will be deducted:

- Title Page: Narrative title, first and last names of each group member, and Group #
- Single line spacing
- Times New Roman font
- Font size= 12
- 1-inch margins
- Group # listed in the top right corner of each page
- Page number listed in the bottom right corner

Each group will be marked as a whole with each student in that group receiving the same grade unless it is determined that certain students did not contribute to the work equally (see "*Peer Evaluations*" below). Each group must submit the following by the due date:

- ☒ An electronic PDF copy must be submitted to their assigned TA **and**
- ☒ 3 printed copies (individually stapled or bound) must be given to your assigned TA.

Participation and Engagement in Think-tank Sessions (10% of final grade): Students will be randomly placed into groups of 5 or 6 people by the course facilitators. Students are required to attend each think-tank session class in-person and outside of class (as necessary) as organized by each group. It is **ESSENTIAL** that you begin **IMMEDIATELY** at the start of the term. This component of the course evaluates students' participation and engagement in the project phases and teamwork abilities.

- ☒ **Progress Reports:** On **Friday January 17**, each group will submit a proposed **Think-tank Workload Timeline** document to their TA identifying the individuals responsible for each activity and a weekly timeline of their proposed activities. During **each subsequent** Think-tank session, each group will be expected to write a progress report on their recent work and any revisions to their "Think-tank Workload Timeline" document. **Reports should be brief (~1/2 page), clear and easy to follow.** Point form/diagram is fine. Include (where applicable) resources that have guided you (e.g. include citations to key papers, review articles, online resources, etc. that have been explored). A copy must be emailed to their TA and a printed or digital copy brought to the Think-tank session. The report is meant to help your group and the TAs track your progress and for discussion with your TA during the think-tank sessions. **These reports will not be graded** but will be used by TAs to track progress and as a reference for students when reflecting on group member participation for their peer evaluations at the end of the term.

- ✓ *Peer Evaluations of Think-tank Sessions:* At the end of the term, each group member will be asked to reflect on each member's **Group Participation** and preparation, knowledge acquisition, communication, group dynamics and contribution to all aspects of the group work for the term project. Keep these important aspects in mind throughout the term as you work within your group. At the conclusion of the term, each student will be required to **confidentially** assess contributions made by individual group members throughout the entire term, excluding themselves. Each student will need to submit their private evaluation to their TA on the designated Think-tank session in March (March 26). The rubric "**Group Participation**" will be used. The form must list all members of the group (first and last names) and the assigned scores by the evaluating person. The overall individual score for each group member will be calculated by the TAs as shown in the box below.

Students:

- Multiply 10 by the number of other students in your group. For a group of 6, this equals 5. This would give you a total of 50 points (10 x 5 other group members) that you can assign in total to the other 5 members of your group.

- If you think each member contributed equally, then you would give each person 1/5 of the total points, which would equal a final score of 10 points for each of the other 5 members. If one member did not contribute anything, then 4 people would receive 12.5 each and that person would receive a 0. All 50 points need to be used (or if you are in a group of 5, you would have a total of 40 points that needs to be used).

- If you do not submit evaluation scores for your team members by the due date (72 hour grace period), your team members will each be given a score of 10 from you, indicating that you perceived equal contributions from all members.

TAs:

- TAs will average the scores for each member and divide by 50. This number will be added to 0.8 to give a weighting factor that will be applied to the final grade of the assessment for each student.

- Marks given for each person by the group member will be reviewed by the TAs and course coordinator to ensure consistency and any discrepancies will be adjusted accordingly by the TAs and course coordinator at their discretion. Students receiving an average of 5 points or less will be further assessed by the TAs and an alternative weighting factor may be used at the TAs' discretion (e.g., 0.5 instead of 0.8).

Here is an example (for a group of 6):

Jane's group members assign her peer evaluations of 9, 7, 7, 9 and 8. The TA will calculate the average, which results in an average of 8.00. The TA will: divide 8.00 by 50 and adding to 0.8 (common factor) results in a weighting factor of 0.96.

If her group's Written Paper received a score of 20 out of 25; Jane's final grade for the report would be $20 \times 0.96 = 19.2$ out of 25

- This weighting will be applied to the Written Paper mark for that student.

NOTES:

-it is possible to get scores over 100%, which would increase that student's grade for the Written Assignment, indicating that they were perceived by their peers to have contributed more to the Written Assignment than some others in their group.

-groups with less members than the other groups will receive an increased weighting factor, which accounts for the increased workload to produce the same content (e.g., 5 group members versus 6). This is already applied in the weighting formula above.

Example Comparison:

- For a group of 5, 40 points can be assigned. If a person averages a score of 8.00 $\rightarrow (8/40) + 0.8 = 1.00$
- For a group of 6, 50 points can be assigned. If a person averages a score of 8.00 $\rightarrow (8/50) + 0.8 = 0.96$
- The person in the group of 5 would therefore receive an ~4% higher grade than a person in a group of 6 (on a comparable assignment).

- ✓ In addition, each member of the group will also be evaluated by their own group members specifically on their contribution to the compilation of the Written Assignment and compilation of the oral presentation slides/media as described in the Peer Evaluation example above. The rubrics “**Contribution to Written Assignment**” and “**Contribution to Presentation**” will be used. This will generate a *Written Assignment weighting factor* that will be applied to their final Written Assignment grade (see above) and an *Oral Presentation weighting factor* that will be applied to their final Individual Oral Presentation grade (see above).

Oral Presentation (5% of final grade): Each group will compile a presentation highlighting the key/exciting parts of their group’s pandemic. **Groups are encouraged to be creative and make their presentations exciting and engaging.** All group members should contribute to putting the presentation together as planned by the group. Each member of the group will be evaluated by their own group members on their contribution to putting the presentation together as described in the Peer Evaluation example above. The rubric “**Contribution to Presentation**” will be used. This will generate a *presentation weighting factor* that will be applied to their final Oral Presentation grade (see below). Each student’s individual oral presentation must be submitted to their assigned TA on the due date (**March 28**). **Changes are not permitted after this date.** Since this is a group assignment, requests for academic consideration for submitting the Oral Presentation assignment will be denied.

Then, in the flipped-classroom setting, one person from each of the original groups will be placed into a new “Presentation Group.” In each of the new presentation groups, each person will take turns presenting their group’s pandemic to the other 5 new group members, followed by a question/discussion session on the strengths and weaknesses of their pandemic. Presentations should be fun, engaging, and educational. Depending on the number of students, **presentations will be 18 minutes plus 5 minutes for discussion** (subject to change depending on enrollment numbers and will be communicated in February if different). Each presenter will be marked by the 5 other Presentation Group members according to the rubric “**Individual Oral Presentations**”. The average mark from the Presentation Group members will be averaged, and the *presentation weighting factor* (from above) will be applied to give the final Individual Oral Presentation grade for that student.

Important: Each student must be prepared to give their oral presentation on **March 28**. The TAs will randomly select students or ask for volunteers at the start of class to give their presentation. The same selection process will occur on each of the subsequent presentation days. Two presentations per group will be given per day in the Flipped-classroom setting.

Note: Questions regarding the marking or addition of tests and assignments must be brought to the attention of the TAs within **ONE** week of their return to you.

Information about late or missed evaluations/assignments/etc:

Late assessments without academic consideration or after the grace period will be subject to a late penalty of 10% per day (“day” includes weekends). Students who have religious holidays/accommodations/etc on the due dates are required to plan ahead to ensure the assignments/evaluations/etc are completed before the due date.

Make-up Midterm Test and Make-up Final Exam: One make-up midterm test and one make-up final exam will be offered at a non-negotiable alternate date/time. If the student does not write the make-up midterm test or make-up final exam for any reason, the following alternative arrangement will be made:

- ✓ Missed Midterm Make-up Test. With academic consideration- the student will write a 3-hour comprehensive final exam covering all lectures. Without academic consideration- the student will receive a 0%.
- ✓ Missed Final Make-up Exam. With academic consideration- the student will write the final exam when the course is next offered (i.e. the following year). Until then, the student will receive a SPC on their transcripts.

Otherwise, the student will receive an INC on their transcripts. Without academic consideration- the student will receive a 0%.

Term Project: If the Written Assignment (Pandemic Narrative) is submitted after the 72-hour grace period, it will be subject to a late penalty of 10% every 24 hours thereafter (weekends included).

Oral Presentation: Each time a student is not prepared to give their oral presentation when asked, that student will receive a 10% penalty. Students with approved academic consideration who are absent or do not give their oral presentation by the final presentation date, will be required to give their presentation at a different day/time at the discretion of the TAs and course coordinator. Students who do not receive academic consideration will receive a 0%.

Course Grades:

INC (Incomplete Standing): If a student has been approved by the Academic Counselling Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Counselling to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Counselling Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Counselling Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Additional Information on Evaluations: TAs will provide information about exam viewing through the Brightspace site. Only two dates will be announced for viewing each of the midterm test and final exam.

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

9. Communication:

- ☒ Students should check the Brightspace site frequently for announcements
- ☒ Students should ask course-related questions through Brightspace. Personal questions can be directed to instructor(s) and/or teaching assistant(s) using email
- ☒ Brightspace and emails will be monitored frequently; students should receive a response in 24 – 48 business hours
- ☒ Term project questions should be posted in the appropriate Brightspace Forum discussion section. Students

are advised to post their questions in their own “**Forum: Think-tank Group #**” discussion forum so that the question can be addressed by their assigned TA. First, scan the list of previously asked questions because the same question will not be answered twice and will be deleted to keep the forum organized. You can always Reply to a Thread if you want further clarification on similar questions. When posting a new question, “Start a New Thread” with a clear header clearly identifying the topic. Misplaced questions will not be answered and will be deleted from the inappropriate forum.

- ☒ Students should post all lecture-related queries in the “**Forum: Lecture Content**” so that everyone can access the questions and responses. Be sure to locate the appropriate topic of the Lecture for your question. First scan the list of previously asked questions because the same question will not be answered twice and will be deleted to keep the forum organized. You can always Reply to a Thread if you want further clarification on similar questions. When posting a new question, “Start a New Thread” with a clear header clearly identifying the topic. Misplaced questions will not be answered and will be deleted from the inappropriate forum.

10. Office Hours:

- ☒ Office hours will be held by appointment only [in-person or via zoom]
- ☒ Office hours will be individual or group [in-person or via zoom]
- ☒ Questions can be asked in the Forum at any time

11. Resources

- ☒ All resources will be posted in OWL Brightspace
- ☒ A textbook is **not required** for this course; however, the recommended textbook is: [Principles of Virology](#), Volumes 1 and 2, 5th Edition. Jane Flint, Vincent R. Racaniello, Glenn F. Rall, Theodora Hatzioannou, Anna Marie Skalka. Both print and e-books are available for purchase with a discount (internet or Western Bookstore) or available in the library.
- ☒ Additional resources can be found on the internet or in other virology textbooks. A good companion textbook for this course is: Fundamentals of Molecular Virology, 2nd edition (N. Acheson). For the hard-core budding virologist, this textbook is highly recommended: Fields Virology, volumes 1-3, Howley/Knipe/Whelan.

12. Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:

- ☒ All course materials created by the instructor(s) are copyrighted and cannot be sold/shared (e.g., Must Knows Facebook group, Course Hero, Chegg, etc.)
- ☒ Recordings are not permitted (audio or video) without explicit permission via email
- ☒ Audio recordings of the lectures will be posted in Brightspace. Clicking on the audio files means that you agree that the recordings will be used solely by you and not shared or distributed.
- ☒ Permitted recordings are not to be distributed

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All **students**, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any **student**, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

13. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule your time throughout the course.
2. Make it a daily habit to log onto OWL Brightspace to ensure you have seen everything posted to help you succeed in this class.
3. Follow checklists created on OWL Brightspace or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.
8. Review the lecture notes before class so that you can focus on listening and asking questions for clarification.

14. Statement on the use of Generative Artificial Intelligence (AI) Platforms

Students are encouraged to use generative artificial intelligence (AI) platforms as a tool to enhance their learning and understanding of course material. These platforms can provide valuable assistance in researching, summarizing information, and exploring complex topics. However, it is essential to maintain academic integrity in all assignments and presentations. Please note: While you are allowed to use AI platforms for educational purposes, including brainstorming ideas, clarifying concepts, or conducting research, you are not permitted to use these tools to write assignments, create presentations, or produce content that you submit as your own work. All submissions should be the result of your own effort and original thinking. Misuse of AI platforms to complete assignments or presentations violates our academic honesty policy and will be treated accordingly. Furthermore, any non-factual/inaccurate information generated by AI platforms and submitted for grading will result in mark deductions. The fact that this information was provided by an AI platform is not an acceptable excuse for inaccuracies. It is the student's responsibility to fact-check any information obtained from AI tools before including it in their work. Submitting inaccurate content will reflect poorly on your academic performance and will be graded accordingly.

15. Western Academic Policies and Statements

A. Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes) or there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented

in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks **prior** to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

B. Academic Offenses

Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

C. Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

D. Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

E. Discovery Credit Statement

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program. The details of this policy and the deadlines can be found [here](#).

F. Turnitin and other similarity review software

All assignments will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and [Turnitin.com](#).

15. BMSUE Academic Policies and Statements

Cell Phone and Electronic Device Policy (for in-person tests and exams)

The Schulich School of Medicine & Dentistry is committed to ensuring that testing and evaluation are undertaken fairly across all our departments and programs. For all tests and exams, it is the policy of the School that any electronic devices, e.g., cell phones, tablets, cameras, smart glasses, smart watch or iPod are strictly prohibited. These devices **MUST** be left either at home or with the student's bag/jacket at the front of the room and **MUST NOT** be at the test/exam desk or in the individual's pocket. Any student found with one of these prohibited devices will receive a grade of zero on the test or exam. Non-programmable calculators are only allowed when indicated by the instructor. The program is not responsible for stolen/lost or broken devices.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

Rounding of Marks Statement

Across the Basic Medical Sciences Undergraduate Education programs, we strive to maintain high standards that reflect the effort that both students and faculty put into the teaching and learning experience during this course. All students will be treated equally and evaluated based only on their actual achievement. **Final grades** on this course, irrespective of the number of decimal places used in marking individual assignments and tests, will be calculated to one decimal place and rounded to the nearest integer, e.g., 74.45 becomes 74, and 74.50 becomes 75. Marks **WILL NOT** be bumped to the next grade or GPA, e.g., a 79 will **NOT** be bumped up to an 80, an 84 **WILL NOT** be bumped up to an 85, etc. The mark attained is the mark you achieved, and the mark assigned; requests for mark "bumping" will be denied.

16. Support Services

- Students who are in emotional/mental distress should refer to Mental Health @Western Health <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.
- To connect with a case manager or set up an appointment, please contact support@uwo.ca.
- Other important links:
 - [Academic Advising \(Science and Basic Medical Sciences\)](#)
 - [Appeal Procedures](#)
 - [Registrarial Services](#)
 - [Student Development Services](#)
 - [Student Health Services](#)

17. Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.