REVISED Syllabus for Biol 2003: Animal Diversity
Fall 2025,
offered by the Department of Biology

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. We are all Treaty people.

Dalhousie University recognize that African Nova Scotians are a distinct people whose histories, legacies, and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

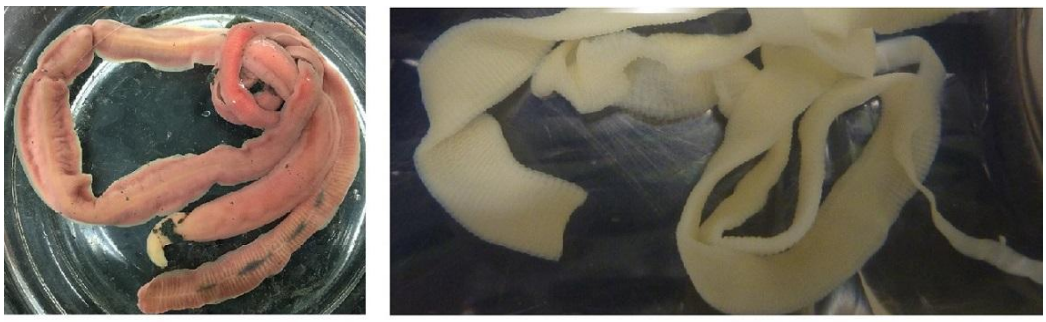
Why This Course?

How many animal phyla do you see in the following picture (Figure 1)? Are any of them closely related? How do they relate to other animals, such as humans?

A B C

Figure 1: Encrusting animals. Photos by L. Gibson (A, & C); cc-by, and J. Frail- Gauthier (B); used by permission.

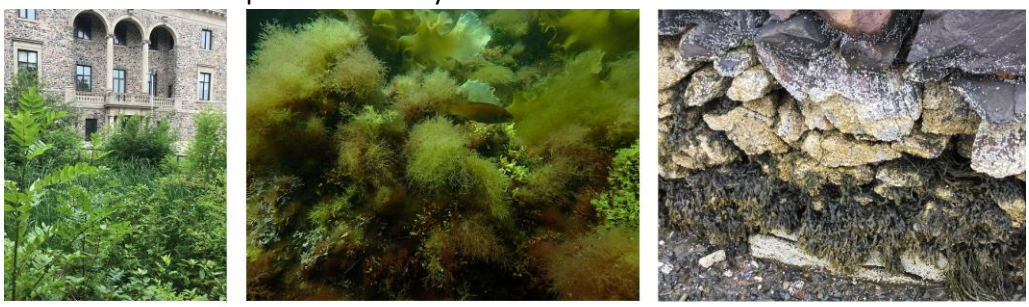
Are the two animals seen in Figure 2 in the same phylum? How do we decide what is related? What characteristics do we use to determine if animals are related? What system do we use to classify the relationships between animals and how is that system organized?



A B

Figure 2: Worms. Photo by L. Gibson; cc-by.

What animals can be found in these three habitats (Figure 3)? Which area is more biodiverse? How do we measure and compare biodiversity in and between habitats?



A B C

Figure 3: Terrestrial habitat Dalhousie University (A), Subtidal habitat (B), Intertidal habitat (C). Photo by L. Gibson; cc-by.

These are some of the questions that will be addressed in this class, through lectures, discussions, project work, and specimen observation. The course takes a phylogenetic approach, exploring the evolutionary relationships and key transitions between metazoan taxa. Examples of many different life forms are introduced.

Teaching Team

Name	How to Contact	Office Hours
Isabelle Aubé Lecturer	Isabelle.Aube@dal.ca	Friday from 12:30 -1:30, LSC B 2123
Lara Gibson Lab Instructor & Course Coordinator	During your lab section At Friday Open Lab Brightspace Discussion Board ldgibson@dal.ca (this is the least reliable method)	Friday Open Lab. 11:30- 2:30, LSC B 2102 September 26, October 10, 17, 31, November 7, 21, 28

Course Description & Structure

Course Prerequisites: A grade of C or higher in BIOL 1011.03 or (BIOL 1021.03, BIOL 1031.03, BIOA 1003.03, SCIE 1506.09).

Course Delivery

Both the lectures and the labs will be held in person. The dates and topics for both lecture and lab sessions can be found in Table 1 on the following page. Lecture topics may vary from their original date but test dates are fixed.

Lectures will be held on Monday, Wednesday, and Friday from 8:35 to 9:25. Lectures will take place in ROWE Management Building 1028 (Label A on Figure 4).

- Lectures will be recorded and the goal is to release the lecture recordings within 3 days of the original lecture date.
- In person lecture quizzes will be delivered at random dates across the term. Participation in these quizzes will account for 3% of your overall grade. You must participate in at least 80% of the in-person quizzes to receive full marks on this assessment.

Laboratory sessions will occur in- person and you are expected to attend each lab session. Labs occur in LSC B 2102, beside the McCulloch Museum (B on Figure 4). All lab sections are full so we are unable to accommodate students who wish to attend lab sessions which are earlier or later than their scheduled lab time. If you miss a lab you will be able to answer most station questions using the provided document and videos. You will also be able to see most specimens at the Friday Open Labs. Open labs are not a make up lab but a chance to review content, ask questions, and clarify concepts.

As you move around campus you may want to visit green spaces, these are marked as 1-4 on Figure 4. Areas 1 & 2 are around the Killam Library, space 3 is the Ocean pond, a freshwater wetland, found between chemistry and biology departments. Space 4 is found between Sheriff hall and psychology, and mimics a forested area.

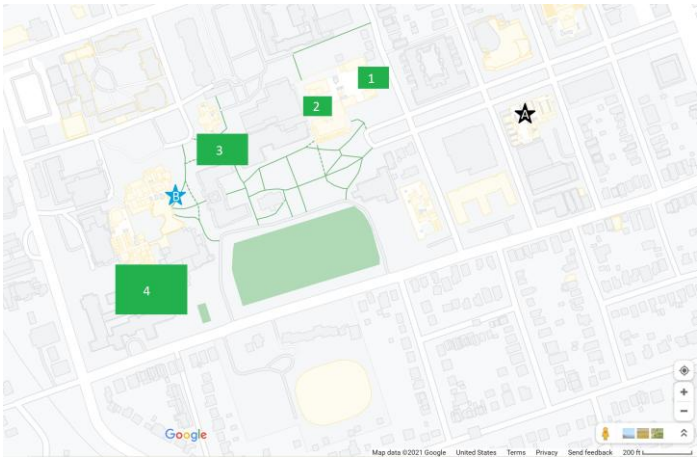


Figure 4: Dalhousie campus with the lecture location at A, lab at B, and a variety of campus greenspaces marked 1-4.

Table 1 REVSED Lecture Schedule and Lab Topics by date. Please note: Lecture topics may vary slightly by date but the test date is fixed.

Date	#	Lecture Topic	Laboratory Topic
ONLINE	1	Class Introduction &Taxonomy	1. Introduction & Habitat Biodiversity
Sept. 24	2	Animal Architecture	Friday Open Lab: 11:30-2:30
Sept. 26	3	Basal Animal Groups & Phylum Porifera	
Sept.29	4	Phyla Placozoa & Cnidaria (Part 1)	
Oct. 1	5	Phylum Cnidaria (Part 2)	**No Labs**
Oct. 3	6	Phylum Ctenophora & Early Bilaterians & Phylum Xenacoelomorpha	
Oct. 6	7	Phylum Platyhelminthes	2. Porifera, Cnidarians, & Ctenophora
Oct. 8	8	Annelida- a true can of worms!	
Oct. 10	9	Phylum Mollusca (Part 1)	Friday Open Lab: 11:30-2:30
Oct. 13		**NO CLASS: Thanksgiving**	3. Worms
Oct. 15	10	Phylum Mollusca (Part 2)	
Oct. 17	11	All the small things (Lophotrochozoa)	
			Friday Open Lab: 11:30-2:30
Oct. 20	12	Non-Arthropod Ecdysozoans	4. Molluscs & Bryozoa
Oct. 22		**MIDTERM TEST**	
Oct. 24	13	Phylum Arthropoda (Part 1)	Friday Open Lab: 1:30-3:30
Oct. 27	14	Phylum Arthropoda (Part 2)	5. Arthropods
Oct. 29	15	Phylum Echinodermata (Part 1)	
Oct. 31	16	Phyla Echinodermata (Part 2) & Hemichordata	Friday Open Lab: 1:30-3:30
Nov. 3	17	Phylum Chordata: Tunicates & Cephalochordates	6. Echinoderms
Nov. 5		Introduction to Vertebrates: early verts & early jawless fishes	
Nov. 7	18	Jawless fish (Part 2) & Gnathostome jaws	Friday Open Lab: 1:30-3:30
Nov. 10 **Nov. 12** **Nov. 14**		**Study Break**	
Nov. 17	19	Chondrichthyes: Cartilaginous Fishes	7. Fish & Lissamphibia
Nov. 19	20	Osteichthyes--the bony fishes, Actinopterygii	
Nov. 21	21	Sarcopterygii: Origin of Tetrapods and the move to land	Friday Open Lab: 1:30-3:30
Nov. 24	22	Lissamphibia: Caecilians, Salamanders, & Frogs	9. Amniotes
Nov.26	23	Introduction to the Amniotes	
Nov.28	24	Reptiles (Part 1): Tuataras & Lizards	Friday Open Lab: 1:30-3:30
Dec. 1	25	Reptiles (Part 2): Snakes & Turtles	10. Cumulative Lab Test
Dec. 3	26	Reptiles (Part 3): Archosaurs, the Crocodiles, Pterosaurs, & Dinosaurs	
Dec 5	27	Origin of bird flight, Birds (Part 1)	
Dec 8	28	Birds (Part 2)	
Dec 10	39	Mammals	

Table 2 Animal Diversity Lab section, day, time and teaching staff.

Section	Day	Times	Teaching Team
B01	Tuesday	11:35 am – 2:25 pm	Rhianna & Lara
B02	Tuesday	3:05 – 5:55 pm	Violet & Lara
B03	Wednesday	11:35 am – 2:25 pm	Jayda & Lara
B04	Wednesday	3:05 – 5:55 pm	Lauren & Lara
B05	Thursday	11:35 – 2:25	Isabel & Lara
B06	Thursday	3:05 – 5:55 pm	Alex & Lara

Course Safety & Materials

Course Safety:

- Lab coats are required and can be purchased through the campus bookstore.
- If you feel ill, or find that you have a communicable illness such as COVID-19, or the flu, do not attend any in-person activities. As you recover you should wear a mask while attending both lecture and lab.
- There are several hand washing stations found around the lab room, and hand sanitizer will be available.
- Your conduct in lab is regulated by the Student Code of Conduct. In particular note that members of the university community have a "A right to and responsibility for contributing to a learning environment of mutual respect where the dignity of all members of the University Community is valued."
- The consequences of any course disruptions will be communicated through Brightspace.

Course Materials:

- Hickman CP Jr, Roberts LS, Keen SL, Larson A, Eisenhour DJ. 2015. Animal Diversity. 9th ed. Boston: McGraw Hill, 479 p.
  Note: It is acceptable to use the 7th or 8th edition of Animal Diversity.

We will be using the 9th edition of Animal Diversity (Hickman et al. 2021) as our textbook. As you are introduced to each group in lecture, there will be a corresponding chapter on each taxa in the textbook. Test questions will be drawn from the material presented in lecture. Older versions of the textbook can be used, but you will need to be aware of when the taxonomy has changed.

Textbooks are available as both physical copies, sold through the bookstore and as eBooks. eBooks can be purchased through the bookstore and accessed through the link on Brightspace.

- Lab Coat: Dalhousie university policy states that all students will wear a lab coat when attending a laboratory session with potential hazards. Lab coats should be transported to and from lab in a plastic bag. You can purchase a lab coat at the campus bookstore.

- Gibson L, & Aubé I. 2025. Biology 2003 Animal Diversity Laboratory Manual.

  You will also require a lab manual. The lab manual will be available through the bookstore.

OPTIONAL:

Sept JD. 2008. A photographic guide to Seashore Life in the North Atlantic, Canada to Cape Cod. New Jersey: Princeton University Press, 224 p.

ON COURSE RESERVE AT KILLIAM LIBRARY: The following items will be placed on course reserve in the library.

- One copy of Hickman et al. 9th ed. On 2 hour reserve
- One copy of Hickman et al. 8th ed on 24 hour reserve
- One copy of Hickman et al. 7th ed on 24 hour reserve

Assessment

55% of your grade is from Lectures, 45% from Labs. Weighting of all assignments can be found in Table 3.

Table 3 Assessment components, value and due dates.

Evaluation Component	Weight (% of final grade)	Due Date
Midterm	18	Wednesday October 22nd
Cumulative Final	34	TBA Scheduled by the registrar's office during the exam period: December 11th – 21st
In person Lecture Quizzes Note: These cannot be completed from the lecture recordings	3	Periodic between September 24th - December 10th
Dal Biodiversity Day Participation	5	Self Guided Across the Term November 28th
Worm Drawing	2	October 17th
Habitat Biodiversity Worksheet	10	October 24th
Mollusc Question	2	October 24th
Observation to Question	2	October 31st
Fish Observations	4	November 21st
In Lab Discussion Questions	5	Periodic between September 24th – Nov 28th Due before you leave lab
Summary Quiz	15	In lab the week of Dec 1st – 5th Completed in your regular lab

What happens if you miss a lecture test: If you miss the midterm tests, your final exam will be re-weighted to be worth 52%. You do not need to contact us to tell us you will be missing the test- we will know because we do not have a test for you.

Please note that accommodation cannot be made for illness or other circumstances once you start to write a test. If you are dealing with illness or other situations that will severely impact your grade do not write the test. Talk to us afterwards and we will determine the best course of action.

Lecture Quizzes: 3% of your grade will come from in-person lecture quizzes. These quizzes will occur during the in-person lecture slots (M, W, F 8:30-9:30). The quizzes can occur in any lecture and at anytime during the lecture. To accommodate illness, or other reasons why you might miss lecture, only the top 80% of your responses will be considered when assigning you a final grade.

Lecture Midterms and Final: There will be one lecture midterm exams on Wednesday October 22nd. The midterm is worth 18% of your final grade, and will occur **in-person**, in the ROWE lecture hall, during the regular lecture time.

The final exam will be scheduled by the registrar's office during the December exam period, December 11th to 21st. This test is worth a minimum of 26% of your overall grade and will be cumulative. All students must complete the final exam.

- All lecture tests will consist of multiple choice questions.
- No aids are permitted during the test

Lab Test: You will complete a Lab Exam in your last lab session during the week of December 1st to 5th. This test is worth 15% of your overall grade. As all labs are full you must complete your test during your regular lab section.

The lab exam will ask you to recognize and describe the key transition for the lab specimens. All specimens will have been previously available in lab, and can include partial specimens and slides. In addition to the identification section there will be additional multiple choice questions, labeling, and short answer questions.

Assignment Submission: All written assignments will be submitted either to the crowdmark platform or a Brightspace dropbox. Assignments are due no later than 11:50 PM on the associated due dates. You are always welcome to submit your assignment early.

If you are submitting a picture of your work, it must be legible. It is not the responsibility of the teaching team to ensure that your file has been submitted properly, that the correct file has been uploaded, or that the file is legible.

You may submit any assignment up to two days past the official due date with no grade penalty. Assignments submitted past this grace period will be assigned a penalty of 5% per day.

AI policy: Our general policy is to allow you to use Artificial Intelligence (AI) assisted technology as tools, but know that we will never accept fully AI generated works for graded assignments. Any assignment which is fully AI generated or where your tool use is not cited will be treated as an academic integrity offense.

If you have ID'ed an organism using AI, you also need to confirm your identification with another source, or as is the case with iNaturalist, with the help of the expert identifiers.

For other AI technologies you will need to disclose that you have used the tool and you are responsible for any errors produced during the tools use. Because of this you should have a good idea of how the AI tool you are using works. Generative AI 'hallucinates' because it is programed to produce an answer. The program does not think or do research, so answers may sound convincing even when wrong.

You also want to be aware of the environmental cost of AI, the associated data centers emit significant amounts of carbon, consume vast quantities of limited fresh water, and produce hazardous waste (Kanungo 2023; Berreby 2024). In addition there are other ethical considerations, such as underpaid labour, data security, improper use of copyrighted material and replicated biases and prejudices.

There are times when it is beneficial to use AI assisted tools. The incorporation of AI into iNaturalist/ Seek allows for near instantaneous identifications of organisms if you have a cell phone and network connection in the field. You can also have your phone 'listen' to bird song and have Merlin identify the likely birds. These apps act like an expert in your pocket, allowing you to confirm an identification, and reinforce what you already know, or to find out what something is, allowing you to start recognizing the organism when you don't have your cell phone, or to correct a mis-identification, again activating your learning pathways. In our opinion this is the optimal use of AI, as tools allowing you to learn and become independent of them.

Mostly we hope that you will be thoughtful as you incorporate various AI tools into your workflow. You should consider their limitations, how they actually work, and if you are using them to promote your own learning and skill development.

Please NOTE: The use of online assignment help tools (e.g., Chegg®) is considered cheating and is prohibited to use for the assignments in this course. You must also cite your tool use in any submitted assignment.

Berreby D. Feb 6, 2024. As use of A. I. soars, so does the energy and water it requires. Yale Environment 360 [July 14, 2025; August 14 2025]. As Use of A.I. Soars, So Does the Energy and Water It Requires - Yale E360

Kanungo A. July 18 2023. The green dilemma: Can AI fulfil its potential without harming the environment? Earth.org. [July 18 2023; Aug 14, 2025] The Real Environmental Impact of AI | Earth.Org

Conversion of numerical grades to final letter grades follows the Dalhousie Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

The common grade scale defines achievement of each grade level as follows:

A- to A+: "Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base."

B- to B+: "Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature"

C- to C+: "Evidence of some understanding of the subject matter, ability to develop solutions to simple problems; benefitting from his/ her university experience"

When assigning final grades, the first decimal place will be considered.

Course Objectives/Learning Outcomes

It is expected that you have completed and are familiar with the material covered in Biol 1011, or an equivalent course.

The list of skills and topics we expect you to be familiar with at the start of Biology 2003, include:

- Create scientific questions, propose a written hypothesis as a tentative answer to that question and generate observable predictions consistent with that hypothesis.
- Describe basic animal body plans and identify different tissue types.
- Explain why community or food web structure is likely to change if a top predator is removed.
- Explain why small population size is of concern to conservation biologists.
- Provide examples of how biological interactions (competition, predation, mutualism) structure communities.
- Understand the features that allowed transition from aquatic to terrestrial environments.
- Use and know when to make use of common biological research tools.
- Analyze data using basic statistical techniques (mean, standard deviation, n, chi-square test).
- Collect both quantitative and qualitative data through careful observation.
- Describe early developmental processes in sea urchin, frog and humans.
- Describe the form and function of skeletal muscles and cardiovascular, digestive, endocrine, excretory, immune, and respiratory systems, using the human model as an example.
- Interpret animal social behaviour in light of natural selection (costs and benefits).
- Know main animal diet types and adaptation to those diets.
- Report data using written descriptions, graphs, tables, and sketches.

The student learning outcomes, the list of skills and topics we expect you to learn during Biology 2003, include:

- Assess credibility of source material
- Manage group work
- Use dissecting and compound microscopes
- Describe conservation issues facing taxonomic and functional groups of metazoans
- Identify major invertebrate and vertebrate taxa
- Use raw data to produce summary statistics and plots
- Use taxonomic keys
- Associate metazoan phyla with the habitats/environments that they occupy
- Compare classification of metazoans into major clades: protostomes/ deuterostomes, ecdysozoans, lophotrochozoans
- Generalize and appreciate animal diversity on a global scale
- Relate changes in animal systems to transition onto land
- Describe the Geologic history and time-scales associated with the evolution of metazoans
- Compare the variety of invertebrate and vertebrate animal body- form, ecologies, life histories, and physiology
- Relate animal phyla to key transitions on a cladogram

Online presence

Brightspace:

The course maintains a brightspace page. To access the site start at Dal.ca, click on the brightspace tab on the upper right of the banner. This will bring you to a log on page, which asks for your netID and password. Once you are logged in you should see all pages (links) for any of your classes that have Brightspace pages.

LibGuide:

The Dalhousie University Science Librarian has put together a subject guide for biology. On this page you will find links to the key databases, relevant books, writing guides, and other useful research tools. You can find the subject guide here: http://dal.ca.libguides.com/biology_2000_level, and as a link on the brightspace page.

Course Policies

Cell phones, & Electronic devices: Please be respectful of your fellow students and refrain from using your cell phone, laptops, and tablets/ iPad for reasons other than following along with the class powerpoints or taking notes.

You are encouraged to bring cameras to lab and to share your photos through the brightspace discussion board. Having photos of the examined specimens, especially if you review them immediately after lab and add notes, will be beneficial when studying for the lab exam. In the past students have been fairly successful with taking photos of microscope specimens using their phone's cameras.

Laboratory rules: Since the laboratory room is used every day of the week, we ask you to please observe the following:

1. We encourage you to wear masks while you complete the lab work. While the building ventilation has been deemed adequate, you will be working in close proximity with your peers and instructors.

2. At the end of the lab wash and put away any shared equipment to the appropriate areas.

   Ensure equipment and supplies found at your bench are cleaned and returned to your bench.

   Wipe down your bench to make a pleasant working space for the next group (this is especially important on weeks with dissections!!!)

3. Use the appropriate containers to dispose of your waste. There are garbage bins located under each sink on the side benches. This is also where you can find paper towels.

   The drains at your benches are not appropriate places to leave waste or to dump liquids. Dispose of liquids in the sinks on the side of the room.

   Please do not use the taps at the benches, they are unreliable and will flood the bench.

   Sharp items should be placed in the yellow buckets (with the biohazard symbol on them) on the side counter, not in the garbage, where they might pose a hazard to our custodial staff.

4. On the weeks where the lab activity has included a dissection, please put the carcasses in the clear bags at the front of the room.

   The squid and fish are used to feed the crabs and other critters housed in the seawater tanks throughout the remainder of the year, so no more than 4 squid or 2 fish should be placed in a single bag.

   In addition, please ensure that no razor blades or other sharp objects are left/ included in the bags.

Referencing & Photo Credits:

Text:

When crediting other people's work please use the Name-Date system of the Council for Science Editors (CSE) style. There is a link to the style guide on the brightspace website.

In your work, ANY and ALL statements that were not empirically derived for yourself as part of an experiment or study, for that assignment, must be credited to a source. In text citations should be given as (Name Date), and all sources should be collected into a list at the end of your work and presented in CSE style. Your source list should be in alphabetical order.

A skill you should be cultivating throughout your academic career is to determine the credibility of your sources. The peer review process, where the methodology, results and broader context of an experiment are written up and submitted to other researchers in the same field of study are the most credible forms of published work. Books and documentaries often draw their evidence from the peer-reviewed literature and are edited. These make them credible sources. News articles may or may not be based on peer-reviewed sources and so have varying degrees of credibility. Web sources can be very confusing, some are based on the peer reviewed literature, some are based on people's unsupported opinion or current working theories.

There is a credible checklist flowchart to help you determine the credibility of web sources. A PDF copy of the flowchart document is located on brightspace, under the lab folder. The flow chart was developed based on the criteria outlined by Dalhousie University Librarians.

Please use the flowchart in conjunction with the following table (This will also be posted on brightspace as a word document). As you move through the flowchart add "+" or "-" to your table. As you increase the number of "-" signs the credibility of your site decreases. After you have gone through all criteria you can determine if you site is credible, less credible or not credible.

Table 4 Summary of online source credibility

Web Site	1. Authority	2. Purpose/ Objectivity	3. Currency	4. Accuracy	Overall
1.					
2.					

If you are using websites as references, please include the table as an appendix to your report.

Photos:

Not all photos presented on the internet are available for use. Some were developed for specific companies or sites and require permission or payments for use. However, if you look around you can often find photos that are published with creative commons or educational use licenses.

Good sources for photos published with creative commons licences are:

- Wikimedia Commons at http://commons.wikimedia.org/wiki/Main_Page
- iNaturalist at either iNaturalist.ca or iNaturalist.org

Avoid using photos that are under copyright or where it is unclear what type of license they are published under.

The name of the creator and the license it is being used under should be placed under the photo, and the full reference as a webpage should be placed in your reference list.

If it is your own photo put your name and either used by permission or own use.

Taxa & Spelling: In all assessments students are expected to know and be able to spell the names of taxa discussed in the class. A full list of the taxa you are expected to know can be found in the lab manual.

Permits for Dal Biodiversity Day, Animal Observations, & Dissections:

All animal observations and dissections have been approved by the University Committee on Laboratory Animals at Dalhousie University. Activities are completed under permit number l223-32, valid through September 1st, 2026.

The Dal Biodiversity Day sessions are taking place under permit number 123-33, valid through November 1st, 2025.

University Policies and Statements

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at:
https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.