Western Science

Integrated Science 3002A: Science in the Community

Course Outline: Fall 2021

Welcome to IS 3002A! We are excited to collaborate with you this term to explore science through Community Engaged Learning (CEL). In this course, you will be joining with a community partner to advance scientific literacy and applications to positively impact our community. We will also be examining valuable impacts that science has had in communities across the globe and constructing evidence-based responses to contentious scientific issues within our own communities.

1. Course Information

Course Title:	Integrated Science 3002A: Science in the Community
Section:	Lecture: 001; Tutorial: 002
Calendar Description:	This experiential learning course will foster interaction between students and community partners regarding a specific project. Students will mobilize their classroom and laboratory knowledge in order to address questions of relevance to a local company or non-profit organization.
Prerequisites:	Enrolment in Year 3 of the Western Integrated Science program.
Antirequisites:	None
Course Hours:	2 lecture hours and 2 tutorial hours per week
Credit:	0.5
Lectures:	Thursdays 6:30 pm – 8:30 pm, PAB-36
Tutorials:	Thursdays 8:30 pm – 9:30 pm, PAB-36; Fridays 2:30 – 3:30 pm, PAB-36
	Tutorials will usually be designated as group meeting times.
Contingency Plan:	**Contingency plan for an in-person class pivoting to 100% online learning** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.

2. Instructor Information

Instructors:
Dr. Christina Booker
Integrate Science & Chemistry
Office: CHB 21
cbooker2@uwo.ca
(Course Coordinator)

Dr. Gurpaul Kochhar
Integrated Science & Chemistry
Office: MSA 1201
gkochhar@uwo.ca

Email: Email Dr. Booker with any course-related questions.

Email Dr. Kochhar with video-project questions.

We will strive to respond to your email within 24 hours on weekdays, but please allow up to 48 hours for a response. Please use your @uwo.ca email address and specify **IS 3002A** within the subject line of your email.

Office Hours: Please email your instructor(s) to make an appointment.

3. Course Website

Our course site can be found through http://owl.uwo.ca and will be used for:

- Announcements
- Posting lecture slides
- Submitting work
- Accessing course component grades
- Discussion

Students should check OWL on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Students are responsible for checking OWL on a regular basis. For technical issues or questions regarding OWL, please contact Western Technology Services (WTS) through https://wts.uwo.ca/get_help/index.html. They can be contacted by phone at 519-661-3800 or ext. 83800.

4. Required Course Materials

No textbook is required for this course. Any reading materials and resources will be provided through our OWL course site.

If this course is required to pivot online, you must have a reliable internet connection and computer with a working microphone and webcam that are compatible with online learning system requirements.

5. Course Overview and Learning Outcomes

This experiential learning course will foster interaction between students and community partners regarding a specific project. Students will mobilize their classroom and laboratory knowledge in order to address questions of relevance to a local company or non-profit organization. Students will be trained to identify, evaluate and construct an evidence-based stance on contentious products, or claims, in the media, or in society, on the basis of the science behind them and communicate these arguments to both scientific, as well as general, audiences. The projects are for community impact. The majority of our community partners are non-profit; however, we will partner with for-profit organizations only if the project has a wider community impact.

By the end of this course, students should be able to:

- **Relate** interdisciplinary knowledge to various fields of research, practice, and policy in the community.

- **Define** terms used scientifically versus colloquially with respect to products or claims in the media/society.
- **Evaluate** a contentious product or claim and **construct** an evidence-based stance on the issue.
- **Explain** scientific arguments to both scientific and general audiences.
- **Identify** and **describe** specific local and/or social issues, explain governing structures and social policies that impact them, and identify barriers to implementing change.
- **Compare** and **critique** programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended aims.
- **Describe** the composition of diverse populations and inequalities among those populations.
- **Manage** group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies.
- **Reflect** upon your CEL experience in terms of your perspective, personal goals and values, and course content, such as career exploration, business and leadership opportunities, deepening civic responsibility, and political awareness.

6. Assessments

Your grade for this course will be calculated according to the components below. Note that this course consists of multiple assessment components; it is essential that you *plan ahead* and do *not* leave everything until the end of the course!

Assessment	Due Date	Weight
Community Engaged Learning (CEL) Project		55%
Logbook (11 weekly submissions)	Sept. 17 - Dec. 3	5%
Reflections (2 submissions)	Oct. 15 & Dec. 3	15%
Team Presentation*	Dec. 2	10%
Community Partner's Evaluation*	[Dec. 8]	10%
Technical Executive Report*	Dec. 8 (Team progress interviews scheduled in Oct. and Nov.)	15%
Lecture Component: Scientific Thinking & Communication		45%
Midterm Test	Nov. 11	20%
Video for General Audience*	Nov. 18 (Team progress interviews scheduled in Oct. and Nov.)	25%

*Indicates a group grade will be assigned, unless extenuating circumstances apply.

7. Community Engaged Learning (CEL) Project

Students will be assigned to a Community Engaged Learning (CEL) Project in small teams of approximately 5 students, based on their submitted preferences. You will learn about these CEL projects during the first class and submit your preferences during the first week of the course. Once groups are assigned, the team will decide on one person who will be the main contact person for the group; this person will be responsible for corresponding with the community partner (although all group members should be copied on all communication). Your work and experience on this project will be assessed through the following deliverables:

Logbook

Each week, you will submit an individual logbook entry detailing your contributions and progress in your CEL project. This weekly task encourages you to be *mindful* of your CEL work throughout the term and serves as a *record* of your contributions to the project. Each logbook entry should contain *four or more* detailed bullet points explaining your CEL project activities for that week, including your accomplishments, tasks, challenges, goals, and/or time investment. These weekly submissions will be due by 11:55 pm each Friday on OWL *Assignments*.

You will receive 1 mark for each detailed, completed entry to a total of 10 marks. Since 11 logbook submissions are scheduled for this term, you may miss up to 1 entry during the term without penalty. A half mark will be awarded for a partially completed entry. Late submissions will be graded at a maximum a half mark, and a grade of 0 will be assigned once the entry is 3 days late.

Reflections

Throughout the term you will have the opportunity to reflect upon your experience with this community engaged learning, considering your changing perspectives on your particular community and science issue, personal goals and values, and integration of your project and the course content. These reflections are *distinct* from your logbook entries. The logbook entries are informative bullet-points on your progress and contributions, while these reflections are *deeper*, more *thoughtful* explorations in paragraph form into your learning *experience* and changing *perspectives*. In these reflections, consider your perspectives on issues such as:

- social issues in which you are being immersed
- governing structures or policies that impact your project an/or target community
- diversity and/or inequalities in your target community
- barriers or challenges you see in our society
- your personal goals and how those goals are related to this CEL experience
- how your values and beliefs compare to your target community and how these may change
- how your project relates to in-class discussions
- leadership development
- how your experience could relate to a future career
- civic responsibility and political awareness
- your hopes and aspirations for the project

These individual reflections will be due earlier in the term (Oct. 15), and later in the term (Dec. 3). Each reflection should be approximately 600 words and submitted on OWL *Assignments*. Use the following rubric to guide your reflection writing.

	Poor (0)	Fair (1)	Good (2)	Excellent (3)	Exceeds Requirements (4)
Ideas and content	Ideas do not relate to course content to community context	Ideas relate course content to community context but do not provide new or unique content	Ideas relate course content to community context and presents new and unique ideas to highlight connections	Ideas apply and evaluate course content to community context with new and unique connections	Ideas go above and beyond to apply and evaluate new ideas and content to community context
Organization and rigor	Contains irrelevant material, is disorganized, or inconsistent	Appropriate materials are included, but not communicated in an organized or consistent fashion	Relevant material is provided and communicated in an understandable way	Relevant material is effectively presented in a consistent, compelling and persuasive format	Relevant material is effectively presented in an organized, compelling and persuasive format that demonstrates additional inquiry and curiosity
Language and communication	Unclear writing with grammar /spelling errors	Some unclear ideas or poor vocabulary choices with some grammar/spelling errors	Appropriate language, proper spelling and grammar	Clear communication in an effective and engaging manner with correct spelling and grammar	Clear communication with thoughtful vocabulary, engaging and effective communication, free of spelling/grammar errors
Reflective thinking	No reflection provided	Impacts on the community and self are unclearly shared	Reflection on community impacts and self are clearly shared	Thoughtful connections and understanding of relationships between community, self, and course concepts are shared	Insightful, deep connections and understanding are explored between community, self, and course concepts
Cultural understanding and sensitivity	Attitudes/ beliefs from self and others are absent	Attitudes/ beliefs of self are shared from a one-sided view. Resistance expressed at learning from diversity of communities and cultures	Expresses awareness of own attitudes/ beliefs compared to those from other cultures and communities. Little curiosity for further learning is shared	Reflects on how own attitudes/ beliefs are different from those of other cultures and communities. Discusses curiosity about learning from diversity of communities and cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity

Presentation

Your classmates and instructors want to hear about and learn from your CEL experience! On the last class of the term (Dec. 2), each CEL team will deliver a 10-minute, presentation on their project. A question and answer period will follow the presentations. As a group, please prepare ~5 engaging slides (including a title slide!) to summarize your project's purpose, display your deliverables, and reflect on your learning experience during this project. All members of the group should contribute to the delivery of this presentation. Use the following rubric as a guide for your presentation preparation.

Component	Grade for Component
Informative, clear discussion on your project's purpose and deliverables	/7
Thoughtful reflection on the lessons and perspectives learned through this experience. Consider the reflection prompt questions to guide your discussion.	/5
Engaging, organized slides that support the discussion	/3
Total Group Presentation Grade	/15

Community Partner's Evaluation

At the end of the term, your community partner will be asked to evaluate your group's contribution to the CEL project according to the rubric below. A group grade will be provided, unless extenuating circumstances apply.

	Poor (0)	Average (1)	Good (2)	Exemplary (3)
Engagement with project	Student(s) showed no evidence of interest in the project/ program and did not contribute	Student(s) showed minimal engagement with the project/ program but made contributions	Student(s) showed interest in the project/ program and did what was expected	Student(s) showed great enthusiasm in the project/ program and went above and beyond the expectations
Information gathering, selecting, and evaluating	Student(s) gathered information that lacked relevance, quality and/or depth	Student(s) gathered information from a limited range and/or quality of resources	Student(s) gathered information from a sufficient range of relevant of sources	Student(s) gathered information from a wide variety of relevant resources
Depth of critical thought and connections	Student(s) did not demonstrate critical thought nor make connections with discipline-specific knowledge	Student(s) made connections to discipline-specific knowledge, but demonstrated minimal critical thought in application	Student(s) demonstrated critical thought, making connections between discipline-specific knowledge and their project/ program	Student(s) demonstrated a high level of critical thought and multiple connections between discipline-specific knowledge and their project/ program
Accountability	Student(s) were not reliable in their communication (ie. did not show up for meetings, cancelled meetings, left significant gaps in time between communications)	Student(s) provided information and connected with the community partner only when asked	Student(s) successfully attended all meetings, met project benchmarks, updated the supervisor on their progress and were reliable to work with	Student(s) went above and beyond what was required of them, connecting with their community partner and others in the organization in a meaningful way
Agreed Upon Deliverables	Deliverables were never received by the organization	Deliverables were not of high quality and thus not useful to the organization	Deliverables were good quality, benefit the community partner, and can be used in a meaningful way	Deliverables surpassed quality expectations, greatly benefit the community partner, and can be used in a meaningful way

Technical Executive Report

Reports will be collaboratively written and focus on the **science** content of the community project. Summarize the key scientific issues and background information that form the basis for your project, as well as your contributions/discoveries on this issue. The model for the article style and audience is a science-focussed *Science -*

style journal. *Science* (and other journals, like Nature, New Scientist, etc.) have a mix of articles. They usually start with editorials and the lighter (shorter!) updates followed by the multipage, in-depth, formal review/report/research article. The latter still look like they are part of a magazine at a casual glance (large, multiple figures, quotes interspersed, colour) but the tone is more formal. Your report should be written like the latter – a well-written, informative, accurate, technical (but not specialist) vocabulary, illustrated with good quality photos or figures. If you do need to use technical terms, be sure to introduce and clearly explain these terms.

Collaboratively plan, write, and edit your report with your CEL group. Your submission must include:

1. A title page with the project title, CEL partner name, course code, and team member names
2. Press Release (300-450 words)
3. Science-style report including
   - Title
   - Author names
   - Sub-headings
   - Images/figures with captions (2-4 images/figures)
   - In-text citations
   - 1700-2000 words, not including citations
4. *If permitted by your CEL partner and appropriate for your project*, include your CEL deliverable as an appendix with your submission. CEL deliverables that may be appropriate to attach could be a blog post, a report prepared for your CEL partner, a poster in PDF format, etc. Discuss the inclusion of this deliverable with your instructor during your second progress meeting.

In order to guide your progress through the term, your CEL group will meet with an instructor (Dr. Booker) for two interviews during one of the Friday tutorial times in October, and then again in November. The dates for each group's interviews will be announced in September. Be prepared to share your work progress and discuss the following topics:

- Report Progress Meeting #1 (October)
  - Identify at least 5 credible sources for the science of your CEL project that you may use in your report
  - Identify 3-6 possible sub-headings for your report
- Report Progress Meeting #2 (November)
  - Identify 7-10 credible sources for the science of your CEL project that you plan to use in your report
  - Discuss the progress for each of the sub-sections of your report
  - Discuss your collaboration plans thus far on your report
  - Describe in detail your plan to complete your report by the due date
  - Explain whether or not you plan to include your CEL deliverable as an appendix with your submission

Technical Executive Report Component	Grade
Informative title page	/1
Captivating, clear press release that captures the key issues and relevance of your scientific work	/5
Relevant, credible sources are expertly woven throughout the report, providing context and support to key points	/4
Communication is clear, including flow, grammar, spelling, organization, and citations	/3
Discussion provides insightful explanation of scientific issues, thoughtfully conveying the key issues, considerations, and impacts of the integrated science on your project	/10
Explanation of the contributions this group made to the community during this term (and perhaps beyond) and value of these contributions	/3
Group is prepared and meets deliverables for Report Progress Interview #1	/2
Group is prepared and meets deliverables for Report Progress Interview #2	/2
Total Technical Report Grade	/30

8. Lecture Component/ Scientific Thinking & Communication

The lecture component of this course will consist of professional development/scientific skill workshops and discussions on the science and communication behind scientific controversies in our communities. Typical classes will involve a 1-hour workshop and a 1-hour discussion/lecture, although this format may be modified from time to time. See the schedule at the end of this course outline for details. Any assigned readings for class will be provided on OWL and announced 1-week prior. This portion of the course will be assessed in the following formats:

Midterm Test

This test will involve short answer and multiple-choice questions. You will have 2.0 h to complete this test starting at 6:30 pm. This test will be held during class time and in our regular classroom on Nov. 11. Questions for this test will be taken from both the lecture/discussions and workshops, including material from guest lectures.

Video for General Audience

In groups, you will create a four-minute video for non-specialists (members of our broader community!) based on the science behind a contentious product, claim, or controversy in the community. Groups will be established during the first week of the term, and topic selections will be discussed during the first few weeks. Video design will be one of the workshops provided in this course. In order to guide and support your progress on this major project, your group will engage in two interviews with an instructor (Dr. Kochhar) during the term.

Video Progress Report Interview #1 (Oct. 1):

- Discuss your selected topic choice
- Identify >3 key sources for your video

Video Progress Report Interview #2 (Oct. 29):

- Identify and discuss all of your references for your video production
- Discuss your storyboard for your video
- Explain your detailed plan to complete your video by the due date

Use the following rubric to guide your video production:

/25	Poor	Good	Excellent	Exceeds Requirements
Use of Scientific Facts (/8)	Few facts. Lacks scientific content (2 marks)	Contains scientific facts but lacks detail, statistics, or examples (4 marks)	Most sections are supported by a large amount of scientific facts. Some data, statistics and examples provided (6 marks)	All ideas are supported with a large amount of scientific facts and supported by data, statistics, and examples (8 marks)
Creativity (/3)	Style is straightforward and uninteresting (0.5 marks)	Most of the video is straightforward with some elements presented in a novel fashion (1 mark)	A wide range of creative methods for presenting information are used (2 marks)	A wide range of creative methods for presenting information that enhances the appeal and intrigue of the video (3 marks)
Appropriate for General Audience (/7)	No attempt to explain complex information for a general audience (1 mark)	Only some complex information is explained for a general audience (3 marks)	All complex information is explained for a general audience (5 marks)	All complex information is explained for a general audience and key jargon is also included for further exploration by audience members (7 marks)
Audio and visual quality (/4)	So poor that some points are incomprehensible. No evidence of editing. (1 mark)	Quality is distracting viewers from the content. Little evidence of editing to improve quality. (2 marks)	Quality is good with evidence of editing to improve transitions and effects. (3 marks)	High and refined quality so that the picture is appealing, and sound is easy on the ears. Lots of evidence of smooth editing for light, panning, transitions, and effects. (4 marks)
References (/2)	Few to no references are provided (0.5 marks)	Minimal references provided an/or insufficient information to find these references (1 mark)	Multiple sources with sufficient referencing details provided (1.5 marks)	Exhaustive list of relevant references with complete information to find these sources (2 marks)
Timing (/2)	Video is >30 s outside of 4.00 min (0.5 marks)	Video is 4.00 min +/- 20-30 (1 mark)	Video is 4.00 min +/- 10-20 s (1.5 marks)	Video is 4.00 minutes +/- 10 s (2 marks)
Progress Interview #1 (/2)	Progress interview attended, however no topic selected and no sources reported for the video (0.5 marks)		Progress interview attended, topic selected, however no sources reported for the video (1 mark)	Progress interview attended, topic selected, and at least three sources provided for the video (2 marks)
Progress Interview #2 (/2)	Progress interview attended, references identified, however no discussion on storyboard and detailed plan to complete the video project. (0.5 marks)		Progress interview attended, reference identified, storyboard discussed, however no discussion on detailed plan to complete the video project. (1 mark)	Progress interview attended, reference identified, storyboard discussed, and detailed plan to complete the video project included in the meeting. (2 marks)

9. Participation

It is expected that students attend and engage in each class on Thursdays, 6:30 pm – 8:30 pm. You are also expected to attend each meeting with your community partner. If you miss more than one class, or miss any of your community partner sessions, you must either submit a self-reported absence form or provide supporting

documentation to your academic advisor as soon as possible and contact your instructors immediately. If you are unable to do so, 1% for every missed class (beyond the first missed class) and 2% for every community partner session will be deducted from your final grade. You are responsible for the content discussed in class, even if you are absent.

10. Tips for Success

- Engage in class / tutorials each week and ask questions
- Plan ahead and make a schedule for your course assignments
- Attend all meetings with your community partner
- Communicate in a professional and timely manner with your community partner and group
- Write and submit your CEL logbook each week
- Set aside time to thoughtfully write your reflections
- Engage with your video group regularly throughout the term
- Submit all your work early (or at least by the due date!)
- Seek help and guidance as needed from your instructors

Anticipate that this course may require 6-9 hours of your time each week. Decide how you will manage your schedule and start today!

If you find you are falling behind or encountering difficulties, reach out to your instructors. Reach out earlier rather than later… as little can be done by the end of November if you have fallen behind.

Grades will be reported on OWL throughout the term. If you note any errors or have any concerns regarding a grade component, report this to your instructor in writing (via email) within 2-weeks of these grades being posted.

11. Course Policies

Written components and video submissions: If you need to extend the due date for these components, you must either self-report or provide the proper documentation to your academic advisor supporting the reason for your request and notify your instructors immediately. If you self report, your due date will *automatically be extended 24-hours* after your 48-hour self-report concludes (including weekends). It is your responsibility to submit your work within this new timeframe. If your logbook entry is late without academic consideration, you will earn a maximum of 0.5 marks/ 1 mark. If your logbook entry is more than 3 days late, you will earn a mark of 0 on that entry. All other late work without academic consideration will be deducted at 20% per day.

Community Partner Deliverables: Due to the nature of these projects, it is not possible to offer make-up opportunities or extensions, unless also agreeable to your community partners. Therefore, these components should take priority over other course components.

Midterm Test: If you miss the midterm, you must either submit a self-reported absence or provide the appropriate documentation to the academic counselling office of the Faculty of Science supporting the reason of your request. Upon approval of your academic consideration, a make-up test will be arranged on a date agreeable to you and your instructor. If no academic consideration is provided, you will earn a grade of 0 on the midterm test.

Participation: No make-up opportunities will be offered. If you miss more than one class without academic consideration, mark deductions will apply. See section 9.

Presentation: If you anticipate missing your presentation, it is your responsibility to inform your presentation group members and the instructors at least **24 hours** before your presentation date, if possible. If you miss your presentation, you must receive academic consideration via a self-reported absence or your academic advisor for a make-up to be scheduled.

12.   University Policies

The website for Registrarial Services is http://www.registrar.uwo.ca.

In accordance with policy, http://www.uwo.ca/its/identity/activatenonstudent.html, 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.

Electronic devices are not permitted on the midterm test.

Academic Consideration for Student Absences

Students who experience an extenuating circumstance (illness, injury or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

(i)   Submitting a Self-Reported Absence (SRA) form provided that the conditions for submission are met. To be eligible for a Self-Reported Absence:

• an absence must be no more than 48 hours

• the assessments must be worth no more than 30% of the student's final grade

• no more than two SRAs may be submitted during the Fall/Winter term

(ii)   For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to the Academic Counselling office of their Faculty of Registration.

(iii) Submitting appropriate documentation for non-medical absences to the Academic Counselling office in their Faculty of Registration.

Note that in all cases, students are required to contact their instructors within 24 hours of the end of the period covered, unless otherwise instructed in the course outline.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For the policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs, see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

https://multiculturalcalendar.com/ecal/index.php?s=c-univwo.

Absences from Final Examinations

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

13.   Academic Integrity

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

This course includes creative and written submissions. Be sure to cite all references and sources and complete your own work. If you have a question on whether or how to cite a source, as your instructor!

Online Proctoring: If this course is required to pivot online due to COVID-19, the midterm test in this course may be conducted using the remote proctoring service, Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

TurnItIn: All required papers may 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 The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

14.   Student and Classroom Conduct

The classes in this course are intended to provide you with an opportunity to learn in a safe and inclusive environment. Both the instructors and students have a collective responsibility to establish a safe classroom. We will establish classroom guidelines at the beginning of the term and will collectively hold one another to these guidelines

Due to the COVID-19 pandemic, all persons will be required to wear a mask at all times in the classroom.

In order to respect the learning of your classmates and self:

- Limit your conversations during class time to those essential to the course content
- Arrive to class on time and engaging in the entire class
- Inform the instructors at the start of class if you must leave class early

- Silence your cell phones when you arrive to class

- Use your devices for on-task activities only

Disruptive classroom behaviour or interactions on OWL will not be tolerated. Students in class who persist in disruptive or inappropriate behaviour will be asked to cease this behaviour or leave the class. Further information on the Code of Student Conduct can be found by accessing the link https://www.uwo.ca/univsec/pdf/board/code.pdf

15. Accessibility

Please contact the instructors if you require material in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2147 if you have questions regarding accommodation.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The Academic Accommodation for Students with Disabilities policy can be found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation_disabilities.pdf

16. Support Services

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: https://www.uwo.ca/se/digital/.

Please visit the Science & Basic Medical Sciences Academic Counselling webpage for information on add/drop courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: https://www.uwo.ca/sci/counselling/.

Learning-skills counsellors at the Student Development Centre (see link below) are ready and willing to help you improve your learning skills in the course. They offer strategies for improving time management, exam preparation, and study skills. Individual support is offered September – April in the drop-in Learning Help Centre and year-round through individual counselling:
https://www.studentexperience.uwo.ca/student_development/index.html

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/mental_health) for a complete list of options about how to obtain help.

Additional student-run support services are offered by the USC, http://westernusc.ca/services

17. Equity, Diversity, and Inclusion

Western is committed to the values of equity, diversity, and inclusion. In this class, we the instructors will try to highlight the accomplishments of a diverse group of scientists, and acknowledge that is possible that there might be historical biases in the scientific theories due to the lens it was written, even though the material is primarily of scientific nature. Integrating a diverse set of experiences is needed for a more comprehensive understanding of science. Issues of diversity in science will be discussed from time to time throughout this course. Furthermore,

we strive to create a learning environment for everyone that supports equity, diversity, and inclusion. Please let us know if you have any suggestions to help achieve an inclusive classroom.

18. Feedback

We value your feedback. Student feedback is an important aspect of establishing a positive learning environment in this course. Please feel free to provide feedback to your instructors in-person, email, or through OWL. Your feedback is welcomed and will remain confidential.

19. Course Schedule

The following schedule provides the expected topics and due dates for this course. Any changes to this schedule, based on recent developments in science, guest speaker availability, or health and safety regulations, will be announced on OWL.

Note: Thursdays 6:30 – 8:30 pm are designated as lectures. These will be held face-to-face on campus. The tutorial sessions on Thursdays 8:30 – 9:30 pm and Fridays 2:30 – 3:30 pm are designated as independent CEL or video group collaboration times. Groups can choose to meet in the PAB-36 classroom or meet online. Progress interviews for the CEL and video projects will be scheduled during the Friday tutorials.

	Thursday Lecture/Tutorial: PAB-36 6:30 – 8:30 pm: Lecture/Discussion 8:30 – 9:30 pm: Designated Group Time (CEL/video)		Friday Tutorial: PAB-36 *OR* Online 2:30 – 3:30 pm Designated Group Time (CEL/video) *OR* consultation with instructors	
Week	**Date**	**Topic/Assessments**	**Date**	**Topic/Assessments**
1	Sept. 9	**Introduction to Course** **Introduction to CEL** (Guest Speaker: Meghan O'Hara, CEL Coordinator)	Sept. 10	CEL Partners Visit (PAB-36)
2	Sept. 16	**Science Impact in the Community** **Video & CEL Teamwork**	Sept. 17	Log #1 Due
3	Sept. 23	**Research Ethics** (Guest Speaker: Katelyn Harris, Human Research Ethics Officer) **Video Production**	Sept. 24	CEL Agreement Due Log #2 Due
4	Sept. 30	**Science Communication/Press Release** (Guest Speaker: Rebecca Milec, Communications and Marketing Officer) **Climate Change & Society**	Oct. 1	Log #3 Due **Video Progress Interview #1**
5	Oct. 7	**Critiquing Scientific Articles** **for a General Audience** **Homeopathy & Essential Oils**	Oct. 8	Log #4 Due **[CEL Report Progress Interviews]**
6	Oct. 14	**COVID-19 Policy**	Oct. 15	Log #5 Due **Reflection #1 Due** **[CEL Report Progress Interviews]**
7	Oct. 21	**Food Safety/GMO** **Report Writing**	Oct. 22	Log #6 Due
8	Oct.28	**Cyber Security** (Guest Speaker: Ryan Armstrong, Manager of Application Penetration Testing) **Fad Diets**	Oct. 29	**Video Progress Interview #2** Log #7 Due
		Fall Reading Week Nov. 1-7		
9	Nov. 11	**Midterm Test**	Nov. 12	Log #8 Due **[CEL Report Progress Interviews]**
10	Nov. 18	*Video Presentations!* **Communicating your Science Skills:** **Resume, CV, & Reference Letters**	Nov. 19	Log #9 Due **[CEL Report Progress Interviews]**
11	Nov. 25	**Networking & Conference** **Communication** **Science Issue**	Nov. 26	Log #10 Due
12	Dec. 2	*CEL Presentations!*	Dec. 3	Log #11 Due **CEL Reflection #2 Due**
13	**Technical Executive Report** Due Dec. 8			