**COURSE SYLLABUS**

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| COURSE TITLE: | BIOL 318 Comparative Animal Systems Physiology | | |
| COURSE CODE: | 29805 | TERM: | Winter 2024 |
| COURSE CREDITS: | 3.0 | DELIVERY: | Lecture & Practicum (Lab) |
| CLASS SECTION:  LECTURE LOCATION:  LECTURE TIME:  WEBSITE: | 01  room 269 Geology  10:30 to 11:20 am MWF  via PAWS/Canvas | START DATES:  LAB LOCATION:  LAB TIME: | 3 Jan 2024 (lectures)  16 Jan 2024 (labs)  room 95 Murray Bldg  1:30-5:20 pm Tuesday |

# Course Description

# An in-depth examination of cardiovascular, respiratory, osmoregulatory, digestive, and reproductive system physiology in animals. Examples are drawn from vertebrate and invertebrate models. Emphasizes endocrine and nervous coordination of cellular and whole animal body functions. Prerequisite(s): BIOL 317 (formerly BIOL 217). Note: Students with credit for BIOL 218 will not receive credit for this course.

# Learning Outcomes

By the completion of this course, students will be expected to:

1. demonstrate an in depth understanding of physiological principles and processes associated with major animal organ systems

2. analyze and solve realistic medical, veterinary or other physiological problems and case studies

3. interpret complex scientific articles relevant to course material

4. relate new scientific knowledge to their understanding of how the animal body functions

5. explain current scientific research findings through an oral presentation

6. demonstrate effectiveness in team-work to accomplish complex tasks

Note: The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://www.usask.ca/learning_charter/>

# Course Overview

The purpose of this course is to provide you with an in depth understanding of the physiology of major body organs and systems in animals. BIOL 318 will build upon fundamental information from BIOL 224 and BIOL 317. Lectures will incorporate examples from a variety of animals although the organ systems of mammalian groups tend to be the best studied. The course will integrate modern research findings in physiology, biochemistry, evolution and genetics with the classical understanding of animal physiology. Six afternoons of hands-on practical exercises plus three afternoons for student presentations are also included in this course. In the hands-on exercises, you will work in small groups to solve problems associated with case studies drawn from medical, veterinary or other real-world situations. The case studies are used to provide a practical illustration of some of the major lecture concepts and are coordinated with lecture material as shown in the schedule below. You will have access to the internet and electronic University Library resources during the lab period to assist in solving the cases. A one-page report summarizing your case study will be prepared as a group exercise during the lab period and submitted at the conclusion of the lab. You will also hone your scientific writing and oral communication skills through literature research assignments and a class presentation during the laboratory. Each student will be assigned three recent scientific articles to read and understand. These will be spaced-out during the term and coordinated with other lab work and lecture material as shown in the schedule below. You will be responsible for completing a one-page summary of each article, and giving a 20 minute oral presentation on one of the articles. Note that the lab periods are scheduled for 3 hrs 50 minutes per afternoon; students must make themselves available for this entire time period.

# Attendance Expectations

**“***Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.)*”

**–** USask Academic Course Policy

*“…class attendance a better predictor of college grades than any other known predictor of academic performance…”*

- Credé et al (2010*)*

<https://doi-org.cyber.usask.ca/10.3102/0034654310362998>

All components of BIOL 318 matter. Lectures will not be recorded. This is a small class and your absence from lectures will be noticed. Professor Marchant looks forward to having you fully and enthusiastically participate in both lectures and labs.

# Class Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/**  **Dates** | **Major Lecture Topics**  **Textbook Readings\*** | **Laboratory Activity** | **Student Work Due/Other Types of Assessment in Lab** |
| **Week 1**  Jan 3-5 | Nature and purpose of class  Circulatory System Physiology  Textbook: Part V | *No lab scheduled this week* | Nothing due |
| **Week 2**  Jan 8-12 | Circulatory System Physiology  Textbook: Part V | *No lab scheduled this week* | Nothing due |
| **Week 3**  Jan15-19 | Circulatory System Physiology  Textbook: Part V  Perusall assignment this week | Introduction to Literature Research Assignment #1 (cardiac physiology) | Nothing due |
| **Week 4**  Jan 22-26 | Circulatory System Physiology  Textbook: Part V  Perusall assignment this week | Case Study #1 (cardiac electrophysiology) | Group Case #1 Report |
| **Week 5**  Jan 29-  Feb 2 | Circulatory System Physiology  Textbook: Part V | Case Study #2 (cardiac pharmacology) | Group Case #2 Report |
| **Week 6**  **Feb 5-9** | Respiratory System Physiology & Regulation  Textbook: Part V  Perusall assignment this week | Literature Research #1 - Student Presentations;  Intro to Lit Research Assignment#2 (renal physiology) | Literature Research Assignment #1 Summary & Presentation |
| **Week 7**  **Feb12-16** | Osmoregulatory Physiology  Textbook: Part VI | *Case Study #3 (respiratory physiology)* | Group Case #3 Report |
| Feb19-23 | Midterm Break - *No lectures or labs scheduled* | | |
| **Week 8**  Feb 26 -  Mar 1 | Osmoregulatory Physiology  Textbook: Part VI  Perusall assignment this week | Case Study #4 (osmoregulatory physiology) | Group Case #4 Report |
| **Week 9**  Mar 4-8 | Osmoregulatory Physiology & Regulation | Midterm Exam (90 minutes; (to end of Respiratory System Physiology) |  |
| **Week 10**  Mar11-15 | Digestive System Physiology  Textbook: Chapter 6 | Literature Research #2 - Student Presentations;  Intro to Literature Research Assignment #3 (endocrine physiology) | Literature Research Assignment #2 Summary & Presentations |
| **Week 11**  Mar 18-22 | Digestive System Physiology  Textbook: Chapter 6  Perusall assignment this week | *Lab Period:* Case Study #5a (gastrointestinal physiology) | Group Case #5a |
| **Week 12**  Mar 25-27 | Endocrine Physiology  Textbook: Chapters 16 & 17  Perusall assignment this week | *Lab Period:* Case Study #5b (gastrointestinal physiology) | Group Case #5b Report |
| March 28 | Good Friday – *University Closed* | | |
| **Week 13**  Apr 1 to 5 | Reproductive Endocrinology & Physiology | Literature Research #3 - Student Presentations (endocrine physiology) | Literature Research Assignment #3 Summary & Presentations |
|  | Final Exam during regular exam period (Apr 6 to 26) |  |  |

\* Additional readings may be assigned as the course proceeds. These will be posted on Canvas as appropriate. Some of these readings will be assigned for in-lecture discussion through the Perusall app on Canvas (see the assessment explanation below).

# Instructors:

# Contact Information:

Dr Tracy Marchant room 120.4 CSRB wing Biology 966-4420

tracy.marchant@usask.ca

Ms Sheri Fisher room G77.3 Thorvaldson 966-4431

(lab support/instructor) sheri.fisher@usask.ca

Ms Basirat Liadi-Azeez room 120 CSRB wing Biology

(teaching assistant) basirat.azeez@usask.ca

**Office Hours:** Generally-speaking, the instructors above will be available in their offices on a drop-in basis. However, please note that all instructors have other commitments that may take them away from their office. Specific appointments can be set by email or through a phone call. Email responses to specific questions about course material are at the discretion of each instructor; information about individual policies will be provided in the lecture or laboratory by each instructor.

## Instructor Profiles & Other Information: Professors Marchant is a regular faculty member in the Department of Biology, holds advanced degrees (MSc, PhD) in zoology, and teaches and conducts research in the general area of animal physiology. Ms Fisher holds an advanced degree (MSc) and is responsible for coordinating animal physiology laboratories in Biology. Ms Liadi-Azeez is an MSc candidate in Biology, studying neuroethology, and will be a Teaching Assistant for the labs.

# Required Resources

## Textbooks

We will be using the eText version of:

Hill, Wyse, Cavanaugh & Anderson. 2022. Animal Physiology 5 ed, Sinauer/Oxford.

Purchase an eText from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

If you purchased this etext for BIOL 317 in the fall of 2023, your electronic access has been automatically extended for BIOL 318.

Laboratory Instructions for BIOL 318 will be available as a free download from the course Canvas.

## Electronic Resources

The laboratory portion of this course will require a working knowledge of computers and various computer programs, including MS Excel, Word and Powerpoint. Computers will be used extensively to search the internet and access University Library resources and prepare reports in the laboratory. You will need to access your University computer account during the laboratory; make sure you know your university nsid and password and how to log on to your account. Further details about the lab exercises will be in the Canvas lab Modules.

## Downloads

These will be available as appropriate through the course Canvas. The only document that you are required to download and read is the course syllabus. Powerpoint slides may be provided to you as a courtesy. You are not required to download or print these slides. While the instructor will endeavour to have the lecture Powerpoint slides posted sometime in advance of the lecture, this will not be guaranteed.

Grading Scheme

|  |  |
| --- | --- |
| Midterm Exam | 20 |
| Final Exam | 40 |
| Group Case Reports/Description (six X 2.5% each) | 15 |
| Literature Research Summary (three X 5% each) | 15 |
| Oral Presentation (one) | 5 |
| In-lecture reading & discussion assignments (5) | 5 |
| Total | 100% |

Evaluation of Student Performance

## Midterm Exam

**Value**: 20% of final course grade **Date**: Mar 5 (to be written during the lab period)

**Length:** 90 minutes

**Format**: A Canvas exam (in-person) with a mix of multiple choice and other short answer questions and those requiring a longer written answer. Location will be in a computer lab (TBD).

**Description**: Will include lecture material to the end of Respiratory Physiology. Calculators allowed. No phones, laptops, tablets, textbook, lecture notes or other materials allowed.

## Final Exam

**Value**: 40% of final grade **Date**: Consult the Final Exam Schedule when it is released.

**Length:** 3 hours

**Format**: A Canvas exam (in-person) with a mix of multiple choice and other short answer questions and those requiring a longer written answer. Location will be in a computer lab (TBD).

**Description**: The exam is comprehensive in that it will cover all lecture material. However, material delivered since the midterm exam will be emphasized. Calculators allowed. No phones, laptops, tablets, textbook, lecture notes or other materials allowed. Students should plan to be in Saskatoon during the final exam period (Apr 6 to 26) as the BIOL 318 final exam could be scheduled on any day during this period.

**Group Case Reports**:

**Value**: 15% of final grade **Due Date**: See Course Schedule for exact dates **Format**: Each group of students will prepare five one-page reports about the case they

studied in the lab. Each report is to be submitted electronically prior to the end of the lab period when the case was studied. For Case #5a, each group will prepare a PowerPoint case description for their fellow students to analyze in the subsequent laboratory period

**Description**: Comprehensive information about the format and style to be used for these

reports will be in the lab folder on Canvas and will be explained in detail during the first scheduled lab period. Each report will consist of one page of writing plus a separate page for the references used to prepare the case report. Students are required to know and understand what constitutes plagiarism and the University’s Regulations on Academic Student Misconduct (see below). Five cases will be studied by each group and each case report will be worth 2.5% of the final grade. The PowerPoint case description in Lab 5a is to be prepared following the format of the other case descriptions used in the course and will consist of 5 to 7 PowerPoint slides (worth 2.5%). The work from Labs 5a and 5b will be assessed by the instructors and other students involved with the cases.

**Publication of the Case Report:** Each group case report will be posted on the course Canvas

so that other students can read and learn from the case. The grade assigned to the report will remain confidential (ie will not be public).

**Grading:** Scores for this will reflect the University Grading System (see below). Each case study will provide specific instructions about the information to be addressed in the case report.

**Literature Research Summaries**:

**Value**: 15% of final grade **Due Date**: See Course Schedule for exact dates **Format**: Each student will independently prepare a one-page summary of the research

article they were assigned to study in the lab. Each summary is to be submitted electronically to their laboratory demonstrator prior to the start of the lab period when presentations are given on each research topic.

**Description**: Comprehensive information about the format and style to be used for these

summaries is contained in the lab folder on Canvas and will be explained in detail during the first scheduled lab period of the course. Each summary will consist of one page of writing plus a separate page for the references used to prepare the summary. Students are required to know and understand what constitutes plagiarism and the University’s Regulations on Academic Student Misconduct (see below). Three articles will be studied by each student and each summary will be worth 5% of the final grade.

**Publication of the Literature Research Summary:** Each summary will be posted on the

course Canvas so that other students can read and learn from the literature research assignment. The grade assigned to the summary will remain confidential.

**Grading:** Scores for this will reflect the University Grading System (see below).

**Lab Presentation**:

**Value**: 5% of final grade

**Date**: See Course Schedule; exact dates will be assigned randomly to each student. **Format**: 20 minute PowerPoint presentation

**Description**: Each student will be required to give one presentation detailing the article they

studied for a Literature Research Assignment. Presentation topics are assigned randomly in the lab orientation period.

**Publication of the Lab Presentation:** Each PowerPoint will be posted on the course Canvas

so that other students can read and learn from the presentation. The grade assigned to the presentation will remain confidential (ie will not be posted).

**Grading:** The oral presentation will be evaluated by the instructors and other students in the course. A rubric and weighting scheme for assessing the presentation is attached at the end of the syllabus.

**In-Lecture Reading and Discussion Assignments**:

**Value**: 5% of final grade

**Dates**: Will occur in lecture blocks associated with each body system (see Schedule above)

**Description**: Students are expected to attend lectures and labs, complete all assignments, and to be well prepared for these meetings. You are also expected to

to contribute to interactive exercises during lectures. This contribution will generally involve the analysis of specific material (such as a research article, textbook section, video or a short quiz) designed to supplement the lectures. The Canvas app, *Perusall*, will be used to deliver this material and guide its discussion. Material will be assigned at approximately two-week intervals over the course of the lectures. Each assignment will then be discussed and incorporated into a lecture. Your performance in engaging with this material and contribution to the interactive exercises will count for an additional 5% of your course grade.

**Grading:** The Perusall app will provide an initial score of your performance in each assignment. This will be reviewed by Professor Marchant for accuracy and completeness, and adjustments made as appropriate. The basis for the Perusall score will be discussed in more detail in the first lab period on Jan 16.

Submitting Assignments/Feedback to Students

Students will work collaboratively with other group members to prepare a one-page summary of each case study assigned to them. The case reports will be graded by the TA who will also watch for plagiarism. Reports will be graded and returned on a schedule such that students will have regular feedback about their work after they have submitted the first two reports. Each student must independently write a one-page summary for each of the three research articles assigned to them. These will be graded by the TA who may consult with Dr Marchant as needed. Additional information about the format of the summaries is contained in the lab folder on Canvas; students must read this carefully. The oral presentation will be evaluated by the instructors and other students in the lab section. A rubric and weighting scheme for assessing the presentation is attached to this syllabus. Presenters will be provided with written feedback about their performance. Marks from the midterm exam will be available approximately one week after the exam in advance of the last day to withdraw deadline.

# Lab Attendance Expectations

Students are expected to attend, and be on time, for all scheduled labs. It is impossible to schedule make-up labs for this course. Students who miss a lab period are assigned a mark of zero for the work that was to be completed during the missed lab period. Students are required to contact the course coordinator prior to the end of the lab period if they are too ill to attend the lab or are facing extenuating personal circumstances that requires them to be away from the University. When a lab is missed due to illness or personal circumstances, the marks associated with the missed lab exercise with be distributed to remaining course components as determined by the instructor. Note that each situation will be judged and determined separately. Similar procedures will be followed if a student is going to miss giving their scheduled lab presentation.

# Midterm and Final Examination Scheduling

The midterm must be written on the day scheduled. Students are required to contact Professor Marchant prior to the start of the midterm exam if they are too ill to attend or are facing extenuating personal circumstances that requires them to be away from the University. Arrangements will be made to write the midterm exam at another time. The University Administration schedules final course examinations between April 6 to 26. Students should therefore avoid making prior travel, employment, or other commitments for this period. Alternate times to write the final course examination cannot be accommodated by the instructors. **Students who miss the final exam must contact the College and apply for a deferred final exam.** Deferred exams may utilize a different format than the regular exam, at the sole discretion of the instructors.

Students planning on registering with the office for Access and Equity Services for Students (AES) must do so in accordance with AES procedures and deadlines (see information regarding Student Supports below).

Students are encouraged to review all University examination policies and procedures: : <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

# Recording of the Course

Lecture recordings will not be available for this course. Students are not allowed to record any aspect of this course, except with the permission of the instructors or as provided for by arrangements with Access and Equity Services. Any recording made under these provisions are to only be used for the personal learning of the student who made the recording. For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

# Copyright

Course materials are provided to you based on your registration in the class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. Copyright-protected material includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see [http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)](http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Before you copy or distribute others’ copyright-protected materials, please ensure that your use of the materials is covered under the University’s Fair Dealing Copyright Guidelines available at<https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.For example, posting others’ copyright-protected materials on the open web is not covered under the University’s Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University’s Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

# Student Feedback

The Department of Biology or the instructors may survey students regarding the course. This is generally done through an assessment near the end of term.

# University of Saskatchewan Grading System

Students in BIOL 317 are reminded that the University has established a grading system to be used in all of its courses. Information on literal descriptors for grading at the University of Saskatchewan (reproduced below) can be found at: <http://students.usask.ca/academics/grading/grading-system.php>

**Exceptional (90-100)** A superior performance with consistent evidence of

* a comprehensive, incisive grasp of the subject matter;
* an ability to make insightful critical evaluation of the material given;
* an exceptional capacity for original, creative and/or logical thinking;
* an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Excellent (80-90)** An excellent performance with strong evidence of

* a comprehensive grasp of the subject matter;
* an ability to make sound critical evaluation of the material given;
* a very good capacity for original, creative and/or logical thinking;
* an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Good (70-79)** A good performance with evidence of

* a substantial knowledge of the subject matter;
* a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
* some capacity for original, creative and/or logical thinking;
* a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**Satisfactory (60-69)** A generally satisfactory and intellectually adequate performance with evidence of

* an acceptable basic grasp of the subject material;
* a fair understanding of the relevant issues;
* a general familiarity with the relevant literature and techniques;
* an ability to develop solutions to moderately difficult problems related to the subject material;
* a moderate ability to examine the material in a critical and analytical manner.

**Minimal Pass (50-59)** A barely acceptable performance with evidence of

* a familiarity with the subject material;
* some evidence that analytical skills have been developed;
* some understanding of relevant issues;
* some familiarity with the relevant literature and techniques;
* attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**Failure <50** An unacceptable performance

# Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity (<https://academic-integrity.usask.ca/>).  Academic misconduct is a serious matter and can result in grade penalties, suspension, and expulsion. For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

**Prepare for Integrity**

* You are enbcourages to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community <https://libguides.usask.ca/AcademicIntegrityTutorial>.
* Students can also access campus resources that support development of study skills, time and stress management, and ethical writing practices important for maintaining academic integrity and avoiding academic misconduct.

**Responses to Misconduct**

Students are expected to be familiar with the academic misconduct regulations:

[https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php - About](https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#About)

* Definitions appear in Section II of the academic misconduct regulations.
* The academic misconduct regulations apply regardless of type of assessment or presence of supervision during assessment completion.
* Students are advised to ask for clarification as to the specific expectations and rules for assessments in all of their courses.
* Students are urged to avoid any behaviour that could result in suspicions of cheating, plagiarism, misrepresentation of facts.  Students should note that posting copyrighted course materials (e.g., notes, questions, assignments or exams) to third party websites or services or other forum or media without permission is an academic or non-academic misconduct offense.

Non-academic offenses are dealt with under the [Standard of Student Conduct in NonAcademic Matters and Regulations and Procedures for Resolution of Complaints and Appeals](https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php)

# Artificial Intelligence Text Generators

Students are discouraged from thinking that they can use AI (e.g. ChatGPT) to generate their lab reports. Lab reports are based on unique data recorded during the lab exercises. AI tools cannot interpret the data you will record and will simply produce gibberish in your lab report. These mistakes will be obvious and will receive a negative score from your TAs. Working honestly and without short-cuts to interpret real data will give you a much better understanding of the physiological principle being studied. The efforts you make for these lab reports will also help you write the midterm and final exams as the laboratory material is expressly incorporated into these exams.

# Access and Equity Services (AES) for Students

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.   
   
For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

# Student Supports

**Academic Help – University Library**

Visit the [University Library](https://library.usask.ca/) and [Learning Hub](https://library.usask.ca/studentlearning/) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](https://library.usask.ca/studentlearning/#Eventsandworkshops), access [online resources and research guides](https://libguides.usask.ca/), book [1-1 appointments](https://library.usask.ca/studentlearning/appts/index.php) or hire a [subject tutor](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fusask.tutorocean.com%2Fsearch%3Fpage%3D1%26sortBy%3DbestMatch%26subjectTutorsForHire%3Dtrue&data=05%7C01%7Cheather.ross%40usask.ca%7C38e4a8bb11ee4fe4bf8508db297677bc%7C24ab6cd0487e47229bc3da9c4232776c%7C0%7C0%7C638149361005497569%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=6Oebh53f1I5SsEYjHFtH%2B%2FCtlg%2Bs3azRDy2UMyTa6Rg%3D&reserved=0) through the [USask Tutoring Network](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fusask.tutorocean.com%2Fsearch%3Fpage%3D1%26sortBy%3DbestMatch%26subjectTutorsForHire%3Dtrue&data=05%7C01%7Cheather.ross%40usask.ca%7C38e4a8bb11ee4fe4bf8508db297677bc%7C24ab6cd0487e47229bc3da9c4232776c%7C0%7C0%7C638149361005497569%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=6Oebh53f1I5SsEYjHFtH%2B%2FCtlg%2Bs3azRDy2UMyTa6Rg%3D&reserved=0)

Connect with library staff through the [AskUs](https://library.usask.ca/askus/index.php) chat service or visit various [library locations](https://library.usask.ca/hours.php) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](https://libguides.usask.ca/Online_Learning_Readiness_Tutorial).

**Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students’ website [http://students.usask.ca](http://students.usask.ca/).

**College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

**Financial Support**

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

**Gordon Oakes Red Bear Student Centre**

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC’s website <https://students.usask.ca/indigenous/gorbsc.php>

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.

**Biology 318 Presentation Evaluation Form**

**Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions to reviewers:** Assign a % score to each category below. Follow the literal descriptors in the University Grading Standards to determine the % score. This score will then be used to calculate the weighted points in each category.

|  |  |  |
| --- | --- | --- |
| Category | % Score | Weighted Points |
| Did the presenter provide enough background information for you to understand the general topic (ex. What is histamine, what effect does it have on the cardiovascular system)? |  | /20 |
| Did the presenter summarize the methods and results at a level you could understand? |  | /10 |
| Did the speaker effectively explain the significance and major findings the material? |  | /10 |
| Did the presenter help you to understand or learn the pharmacology, concepts, theories, or terms described in the paper? Did the presenter answer questions adequately? |  | /20 |
| Verbal expression/Projection/Mannerisms:  Was the presenter confident and engaging? Were mannerisms negative or positive? Was word choice precise?  Did the presenter use Uh, Um etc., use slang, or stand too stiffly or pace excessively?  Was there eye contact or did they stare at notes/screen? |  | /15 |
| Visual/technical aids:  Was the presentation well organized?  Were there errors in slides or too many words used?  Were the aids helpful or too distracting?  Was the font size appropriate? |  | /15 |
| Overall impression:  Stimulating; prepared; clear; incorporated sources throughout. Did the presenter use their allotted time effectively (i.e. too short? too long?) |  | /10 |
| TOTAL: | | /100 |

General Comments: