

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: BIO 420		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Special Topics in Biology Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Science		Department (or program if no department): Biology															
Calendar Description: Students will have an opportunity for an in-depth investigation of specialist areas in biology, under the guidance of an expert in the field. Students must check with the Biology department to determine course availability and content area for a particular semester. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.																	
Prerequisites (or NONE):		Any three 200-level or above Biology courses.															
Corequisites (if applicable, or NONE):		NONE															
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>10</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	35	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	10	Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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		Maximum enrolment (for information only): 24 Expected Frequency of Course Offerings: As interest and instructors are available. <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Gregory Schmaltz		Date of meeting: October 1, 2021															
Faculty Council approval		Date of meeting: November 5, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: January 28, 2022															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe concepts and techniques in the specialized area in biology under the guidance of an expert in that area.
2. Analyze scientific data from the specialized area in biology.
3. Communicate effectively by presenting summaries of recent scientific advances in the field of study.
4. Evaluate alternative viewpoints presented in the discussion of the specialist area.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures which may include: demonstrations, small group discussions, audiovisual presentations, the use of models, videos, and charts. May include group or individual presentations summarizing recent research in the field of study.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Davies, N.b., Kregs, J.R., and West S.A.	An Introduction to Behavioral Ecology	<input checked="" type="checkbox"/>	Wiley-Blackwell	2021
2.	Dauncey, E.A., Larsson S.	Plants that kill	<input checked="" type="checkbox"/>	Princeton University	2018
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Project:	%	Practicum:	%	Seminar presentation:	10%
Quizzes/tests:	10%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

This course is designed to take advantage of biological expertise within the department and in the community.

An example of a topic that has been offered:

Behavioural Ecology:

This course will give students an introduction to the functional and evolutionary aspects of animal behaviour. Throughout this course, we will examine how particular behaviours ultimately contribute to the survival and reproductive success of the organism, or rather, why particular behaviours are adaptive