

BIOL 260 Course Syllabus

FA 2023 - Evans

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*The instructors reserve the right to make changes to any part of this syllabus, including lesson topics and assignments. Changes made after the first day of class will be highlighted in green, and students will be notified via the course website (see below). **Use the Modules to keep up with the class!***

Download a PDF of the full syllabus here.

A letter from your instructor: What to expect for BIOL 260!

Hello and welcome! I am very glad that you are part of this course and that we get to work together this semester.

IMPORTANT: There are many vital details in this syllabus, so please read all the way through to the end; this is a good place to start -- keep going!

Why will taking this class be worthwhile?

It is both fascinating and frustrating that there is no one perfect answer to this question. Why? For something to be worthwhile it has value and importance, and yet those designations are highly personal to *you*. Let's delve a little deeper: this class is worthwhile because, yes, it will help you to complete requirements to graduate. That's important – I want you to graduate! But that's, frankly, the least interesting

but **practical** answer. On a **professional** level, regardless of your future biology-related career interests, this class will help you hone the *skills* necessary to engage with the world as a scientist and trained biologist once you graduate. We will practice those skills in the context of ecological principles. But perhaps the most intriguing answer is one you'll answer for yourself *at the end of the semester*. Which is to say, there are many **personal** reasons why this class will ultimately be worthwhile for you. This personal value will center on themes like forming lasting relationships (building friendships with new people!), being open to challenging yourself (e.g. "I'm a cell biology person, I don't do well with math, but I'm willing to try") and having an open mind about who you are and what you're capable of. TL;DR The ultimate value of this class depends on you and what you want to get out of it. We'll travel the path together.

Below you will learn about what this course is about: the goals, learning outcomes and skills you will conquer. Here are some tried and true strategies for success this semester:

Stay informed and keep me informed. How well this class goes really depends on all of us! The three most important things for success in this course include (1) staying engaged and prepared, (2) showing up and participating and (3) communicating with me and each other about how things are going. I will ask, but I also need you to freely tell me!

Periodically you will receive an email from me with important course reminders. However, **it is your responsibility to follow the lesson schedule and keep up with our deadlines.** Course announcements will be housed on the course Canvas site for your reference. Please follow along closely! We will make needed adjustments whenever possible. If you get lost or confused, please ask a friend in class and/or ask your question on our Piazza site.

Establish a daily and weekly schedule: Here are three words for success in any class: **prepare, participate, practice.** Routinely check that you are doing all this regularly (not at the last minute!). Use your best tools and strategies to stay organized.

1. **Read through this syllabus and look at the lesson schedule to establish a daily schedule for yourself.**
2. **Use a digital calendar because it can give you reminders and alerts.**
3. **Seek help as soon as you need it.** The sooner you let us know you need help, the more help we can offer.

Here is our tentative lesson plan for BIOL 260: We will start by deepening our understanding of ecology as a basic science (meaning, using the scientific process to uncover basic ecological principles). Then we'll explore how we can apply that understanding to solve ecological problems related to conservation and restoration.

The class time line is roughly detailed in the lesson schedule. Use the Modules on our Canvas page to stay organized for each class. Each lesson page will tell you what to

do/watch/turn in for that class period day. The lesson schedule section of this syllabus will help if you want one document to follow.

Class meets three times a week. We expect to hold classes face-to-face, unless indicated otherwise on the Lesson Schedule.

Overall, the best way to prepare, participate and practice is the following:

- **prepare:** read before our class meeting time and submit Guided Reading Questions;
- **practice:** we will have midterms, a semester long individual project, and a final exam.
- **participate:** attend and participate in our class periods. Participation will be earned through in-class questions and periodic quizzes.

Student Hours: We have peer instructors, a graduate TA and an instructor. We are all available to meet with you! Check Canvas for details. Find a time to meet using this link -- maraevans.youcanbook.me. Please plan ahead! Or, email me a list of days/times that work for you. Indicated if you prefer a zoom or inperson meeting.

Please take care of yourself: Semesters are busy, complicated, and dynamic. If you begin to face a personal problem that prevents you from engaging with the class and our agreed upon expectations -- please let me know immediately via email. Put BIOL 260 in the subject line. Please make sure to get familiar with the University Excused Absence policy, the Dean of Student's Office and your academic advisor. **And remember:** You belong as a student here at UNC and in this class! It was your choice to participate in this effort -- let's make the most of it. All students need help at some point. To need help is a totally normal and an expected part of being a college student.

Let me add one final layer: It is a sobering time to be teaching ecology, when the world is facing the rolling cataclysm of climate change and biodiversity loss. Sometimes we might find ourselves slipping into a fatalistic view, that what's done is done. But much evidence points to the contrary; that instead the time is ripe to actively work and use curiosity to be hopeful and proactive about the future. In the words of, [Jon D. HansonLinks to an external site.](#), a Harvard Law professor founder of the [Systemic Justice ProjectLinks to an external site.](#) ***"If you want a habitable planet, believe we owe such a planet to posterity, or hope to avoid aching regrets, then I urge you to harness [your] anger and hope to fuel your resolve to respond to social problems with the urgency they deserve."*** Climate change and biodiversity loss are both a social and a scientific problem. While we will focus on the biology, we cannot ignore the inextricable linkage.

The future is not predetermined. We have a collective opportunity to help resolve an unfolding tragedy. Let us not turn away. Instead, I hope that the practical, professional, and personal reasons that bring you to this class help us shape a brighter future together.

Onward,

Dr. Evans

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Class Details

Class Time and Place: 11:15-12:05 on **Monday, Wednesday and Friday in Wilson 107 (next to Coker Hall)**

Instructor: Dr. Mara Evans (she/her)

Office: Wilson 110 (across from our classroom)

Email: mara1@email.unc.edu

Student/office hours and appointments: maraevans.youcanbook.me or by request (put [BIOL 260] in the subject line)

Course Description *3 credits*

Biology 260 is a survey of the field of ecology intended for undergraduates who are early in their studies of biology. The course will provide a broader and detailed understanding of the field of ecology, including major concepts, broad empirical patterns, important contemporary directions, and ecological applications. Students will read and discuss primary literature, analyze ecological data sets and consider effective science communication strategies.

Prerequisite Course: BIOL 101 and BIOL 104 is a required prerequisite.

Knowledge We Will Build On: Here are the questions/concepts I suspect you should already be familiar with **before** starting BIOL 260. If you cannot answer these questions, please revisit your notes from BIOL 104 or plan to do some self-preparation to make sure you're ready. We will review and build complexity on many of these components, but fundamentally I expect you to have a grasp on the following:

1. What are the different ways in which biodiversity is described and measured?
2. Describe historic and present patterns in the distribution and variety of life.
3. How is the scientific process used to create knowledge about historic, complex, and dynamic systems that exist at various spatial and temporal scales?
4. Compare evolutionary theory with non-scientific ideas about the origins of biodiversity
5. Interpret and/or build a simple phylogenetic tree.
6. Evolutionary mechanisms: describe and explain how organismal features-- like physiology, anatomy, and behavior-- are shaped by evolutionary and

ecological forces through historical processes, including interactions within and between species and the environment.

7. How do the properties of Earth contribute to patterns of biodiversity?
8. Explain the abiotic factors such as energy and nutrients and biotic forces that limit population size, genetic diversity and species diversity in space and time.
9. Identify how disturbance (both natural and human caused) affects biodiversity over different spatial and temporal scales.
10. Apply knowledge of ecological and evolutionary principles to challenges in maintaining the health of human and natural systems and understand the impacts of human derived climate change.
11. How do functioning ecosystems provide essential services to human populations?

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Course Goals and Learning Outcomes

This class will help you achieve the following **learning outcomes and skills** related to natural science investigation. Over the course of the semester (using both in-class activities and out-of-class assignments) we will achieve the following:

1. **Apply the process of science;**
 - Distinguish different ways ecologists investigate the natural world (e.g. observation, experiment, modeling, simulation)
 - Apply processes of ecological inquiry by making observations, generating testable hypotheses, develop conceptual models, use logic and creativity to design studies to test hypotheses, collect and/or interpret data, detect errors and biases, explain and interpret results, use quantitative reasoning, incorporate feedback to make revisions, explain to broad audience, and contextualize findings within broader knowledge of the field (or course).
 - Evaluate science-related claims and information from peer-reviewed sources by examining the relationship between the evidence, arguments, and conclusions presented and by assessing consistency with existing knowledge from valid and reliable scientific sources.

Examples: Paper discussion, case studies, and guided inquiry.

2. **Appreciate the interdisciplinary and collaborative nature of science;**

- Understand how general ecological principles inform understanding of both basic science (e.g. other fields of natural science and ecological subfields) and applied science (e.g. conservation, restoration, human health, agriculture etc.).
 - Practice communication and collaboration with others including: problem solving group work in class, projects that communicate work out of the classroom, citizen science projects, engaging in peer instruction.
- 3. Demonstrate the relationship between science and society;**
- Identify, assess, and make informed decisions about ethical issues at the intersections of science and society.
 - Develop the tools and framework to apply ecological reasoning to issues of policy and practice to applied science questions.

Examples: conservation, restoration, human food production, human health.

Here are the learning outcomes for this course; meaning, these are central principles you should be able to explain with examples by the end of the semester:

- Organisms are chemical machines that run on energy and organisms make tradeoffs related to energy use.
- Chemical nutrients cycle repeatedly while energy flows through an ecosystem.
- The sun is the ultimate source of energy for most ecosystems.
- Ecological systems can be organized into hierarchies as a result of evolution.
- Populations are a result of births, deaths and immigration.
- The number of species you find in a particular area are a result of diversity, extinction, and immigration.
- Organisms interact -- they do things to each other -- in ways that influence their abundance.
- Ecosystems are organized into webs of interactions.
- Humans have an outsized role in competing with, preying upon, and helping other organisms.

Specific learning objectives for each lesson are listed in the lesson schedule below. Remember that learning objectives make an excellent study guide.

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Course Format

This syllabus, the lesson outlines, guided reading questions, and other useful materials will be posted on the course website (Canvas) throughout the term. If you get lost, go to

Modules and click through the lesson pages in order. It is your responsibility to check the class website and your UNC email account daily to stay up-to-date on any changes to the course.

Class will be conducted in-person (unless otherwise noted on the syllabus) and in-person attendance is the expectation. Class will be recorded but posted within 24 hours of class happening. Class will be supplemented with readings, guided reading questions, periodic quizzes or problem sets, in-class activities, and an individual project.

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BIOL 260 Instruction and Teaching Team

Instructor: Dr. Mara Evans

Office: Wilson 110

Email: mara1@email.unc.edu

Student hours and appointments: maraevans.youcanbook.me or by request via email. Include [BIOL 260] in the subject line and days/times that work with your schedule. Please indicate if you'd like to meet in person or on Zoom.

Peer Instructors and TA: We are fortunate to have several experienced undergraduates who will be assisting in and out of the classroom as peer instructors. Supplemental Instruction will serve as weekly (optional) review sessions and peer mentoring serves as one-on-one tutoring. Schedules will be posted for your convenience. Our graduate student TA will help support the class as well.

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Communication and Student/Office Hours

If you have a question, please re-read the syllabus and search the discussion board posts first to see if your question has already been addressed.

Student Hour with Your Instructor: Also known as “office hours”. This is an opportunity to meet with your instructor, ask questions, get to know each other, and meet folks from class in a more informal setting. You are welcome to schedule a 15-30 minute meeting with me at any time.

Use our Piazza site! The sooner you begin asking questions on our class site, the sooner you will benefit from the collective knowledge of your classmates and instructors. We encourage you to ask questions when you are struggling to understand a concept.

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Textbook and materials

REQUIRED Textbook: [Ecology in a Changing World](#) - (ebook) -- click **Modules** to locate and log in. Check your email for digital delivery information from the UNC book store

OPTIONAL book: [How to do Ecology: A concise handbook \(second edition\)](#)[Links to an external site.](#) by Karban, Hutzinger and Pierce (also available at the UNC bookstore)

PRIMARY LITERATURE etc. -- All other resources will be provided via links on lesson pages.

Reading Assignments

Reading (or video or podcast) assignments that are required to be completed before class are listed at the in the lesson schedule below and individually at the top of each lesson page (see Canvas modules). Each reading (or pre-class assignment) is paired with a set of Guided Reading Questions (GRQs) or reflection questions. All GRQs are required and should be turned in by 9AM the day of class (if not sooner). You have a grace period until class starts (11:15am). Completing these assignments prior to the lesson will prepare you for the activities we will conduct in class. They will be graded for effort and completion.

Guided Reading Questions (GRQs)

Each reading (or pre-class assignment) is paired with a set of Guided Reading Questions (GRQs) or reflection questions. All GRQs are required and should be turned in by the start of the following class (if not sooner). Completing these assignments prior to the lesson will prepare you for the activities we will conduct in class. They will be graded for effort and completion.

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Assignments and Grading

Preparation (15%)

- **Guided Reading Questions (5%):** To be completed before class (9am) with a grace period of class time. Graded for effort. Submit via Canvas as a PDF. Three (3) submissions will be dropped.
- **SmartWorks Problems (10%):** To be completed before class on assigned days (see Lesson Schedule) with grace period of class time. Graded for correct answers. Lowest submission (1) will be dropped. You access SmartWorks through Canvas>>Assignments. They will open 1 week before they are due.

Participation (10%)

- **PollEverywhere (3%):** Answering inclass questions via PollEverywhere. Graded for effort. Complete 80% of the questions will result in 100% of this grade. *Must be physically in class to answer questions and earn credit, evidence to the contrary is considered an HonorCode violation and will result in 0% grade for this category.
- **InClass Quizzes (7%):** Expect between 3-6 quizzes during the semester. These in-class short answer quizzes will be offered at regular intervals (see Lesson Schedule). They will be graded for **correctness**. ARS students will have opportunity for proctored effort if so desired (more details will be provided).

Practice (75%):

- **Midterms:** Three (3) midterms (15% each) will be offered during the semester (see Lesson Schedule). No midterm score will be dropped.
- **Final exam (20%)** -- The final exam will be cumulative and twice as long as a midterm exam
- **Interview Analysis (10%)** -- This will be multi-step, semester long project. Details will be provided. See Lesson Schedule for deadlines.
 - **Interview Proposal (1%)**
 - **Interview Transcript and Recording (2%)**
 - **Interview Analysis Write-up (7%)**

Alternative Deadlines: It is a basic expectation that you will do your best to meet the assigned deadlines. However, note that for some items, some scores will be dropped at no penalty. This means if you miss class or a deadline for any reason, those "drops" will be applied. If you miss **more** than the allotted drops, you'll want to communicate with your instructor and present an excused absence (see Dean's office) for having missed work. This conversation (regarding missed work) should happen no later than November 15th, and well before the semester ends.

Missed Exams: If you have a University Excused absence for missing an midterm or the final (see policy below), you should contact your instructor **before** your scheduled exam to discuss alternatives. In general, with approval, a make up can be offered within one week of the offered exam. Beyond that reweighting existing exam scores will be optional. If you have an excused absence and take a make up, you cannot then revert to

reweighting scores. **Make up exam will not be offered without prior approval -- please plan and communicate as quickly as possible!** Personal travel around the holidays will not warrant a make-up exam -- communicate this policy to friends and family members who purchase your tickets or make reservations.

Grade Calculation

Your letter grade will be based on your learning, your preparation, your participation and the practice you put in. We will use the following scale. This class is not curved, which means that you are not competing with your classmates for your grade.

A: 93-100%	C+: 76-79.9%
A-: 90-92.9%	C: 73-75.9%
B+: 86-89.9%	C-: 70-72.9%
B: 83-85.9%	D: 50-69.9%
B-: 80-82.9%	F: Below 50%

To achieve a fair grade distribution, at the end of the semester, the instructors may adjust grade thresholds class-wide to improve your letter grades; the thresholds will under no circumstances be adjusted to lower your grades. There will be absolutely NO appeals regarding the final grading scale (e.g. We will not round a score of 89.9 to a 90.0).

Grading Disputes

Scores and final course grades will be changed **only** if an exam question was mis-graded or if exam points were totaled incorrectly. Requests for exam re-grading must be in the form of a **written** appeal to the professor teaching that material justifying why your answer should be accepted. This appeal should be submitted via Gradescope (the online exam grading platform we use). For every regrade request we reserve the right to re-grade your entire exam, therefore a regrade request could lead to an increase, decrease, or no change in your exam score. All appeals for changes must be made within 3 calendar days after the exam is returned. We will not re-grade any question or exam after the 3 days have elapsed, but will still work to correct exam point totals if you find an error.

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Group Expectations

In order to function as a class, together, we will need to think about and communicate what it is we expect of *ourselves* and *each other* as members of this class. We'll have a class discussion about this list and we'll post it here for regular reference as we go through the semester.

Classroom Policies and Student Resources

College can be challenging in unexpected ways. It is possible that at some point this semester your multiple competing personal responsibilities and interests may get in the way of your academic success. It is also possible that you may get sick or have other personal emergencies. The bottom line is this: asking for help is a sign of strength and self-care! Please ask for help early and often! Small problems are easier to cope with than escalated issues, or waiting until the end of the semester. While we sincerely hope that you will let us know when things are not going well, here are other campus resources you can turn to, as well:

- **Dean of Students:** If at any time during the semester you experience a personal or family illness, loss, financial stress, academic access, living issues, interpersonal violence response, alcohol or similar substance related issues, and other forces that may interfere with your well-being and success and/or academic retention please contact the Dean of Students immediately (or contact your professor and we will do so for you).
Website: deanofstudents.unc.edu[Links to an external site.](#)
- **Academic Advising:** Your academic advisers are familiar with all of the campus policies, procedures and requirements. Website: advising.unc.edu[Links to an external site.](#)
- **Counseling and Psychological Services (CAPS):** If you are experiencing any distress please speak with a medical professional in a confidential setting. The CAPS office has daily drop in hours or you may call them for an appointment (919-966-2281) or schedule online (healthyheels.unc.edu[Links to an external site.](#)). CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/>[Links to an external site.](#) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.
- **LGBT Center:** Provides educational services, resources and advocacy.
Website: lgbtq.unc.edu[Links to an external site.](#)
- [Links to an external site.](#) **Carolina Women's Center:** Aims to provide an equitable working and educational environment regardless of gender. The center helps all individuals regardless of gender orientation.
Website: womenscenter.unc.edu[Links to an external site.](#)
- [Links to an external site.](#) **International Student and Scholar Services:** offers services to help international students adjust to life in North Carolina and UNC. Website: iss.unc.edu[Links to an external site.](#)

- [Links to an external site.](#)**Accessibility Resources and Service (ARS)** : The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu>[Links to an external site.](#) or email ars@unc.edu.
- **Title IX Resources:** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu[Links to an external site.](#).

Honor Code

Academic honesty means that we respect each other and the work that we do; this means we behave with integrity in and out of the classroom, and do not lie, cheat or steal (e.g. plagiarism is a form of stealing). This means that when you take exams and quizzes, you submit work that is your own, not conducted in collaboration or with assistance from another person unless instructed to do so. **Make good choices, even when you think no one is looking.**

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. It is our responsibility to report any instances of academic dishonesty and violations of the Honor Code. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code. All suspected instances of academic dishonesty will be reported to the Honor System and students will receive a zero on the assignment or exam in question. Your full participation and observance of the Honor Code is expected. Please report any violations that you observe. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance ([hereLinks to an external site.](#)).

Covid Caution and Face Masks

If you are feeling sick don't come to class! There are ways for you to access information and participate later when you are well enough. Please only email about missed class if it interferes with an exam day or you have missed more than two consecutive classes and are falling behind. We strongly recommend that everyone be up to date on their vaccinations (not just for Covid-19, but all their vaccinations), but consult with your

doctor first. We will adhere to campus guidelines regarding masking, but everyone is invited to take care of their own physical health. Wearing a mask protects our educational community – your classmates and me – as we learn together. Students who have authorized accommodation from Accessibility Resources and Service are an exception, however, this is NOT a remote or hybrid course. In person attendance is expected. For additional information, see Carolina Together.

Class Attendance Policy

I expect you to attend class in person unless you have extenuating personal circumstances. You are responsible for all your course work, including assessments, tests, and written work, and for all class meetings. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

Excused and Unexcused Absences

Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)

Significant health condition and/or personal/family emergency as approved by the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

I may work with students to meet attendance needs that do not fall within University approved absences if you communicate early and often about your extenuating circumstances. Please note that non-University approved absences (e.g., a job interview or club activity or attending an out-of-state sporting event as a spectator) **do not** constitute an emergency or an excused absence. You are welcome to miss class under those circumstances, but accommodation is not guaranteed. Therefore, I ask that you do everything possible to adjust your schedule before seeking assistance. I have an ethical obligation to treat all students as fairly and equally as possible; this means that I will not adjust the academic calendar to favor one UNC sporting event or social event over another. If these activities are important to you, please plan your schedule accordingly and accept that your academic priorities may conflict with your social calendar.

Guidelines and Expectation for using Artificial Intelligence (AI)

AI is extremely useful. It's worth learning how to use it (best practices!). However, the product does have its limitations, including

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.

- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features in this class (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think.** Not think for you.
Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**
You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. **If you cannot verify it as factual, you should delete it.** You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**
The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below. If you fail to attribute work properly, this counts as a violation of the honor code.

5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**
Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Guideline Specifics

Not following these guidelines may be a reportable violation to the UNC Honor Court.

Assignments

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation. **Again, you may not copy AI answers and submit them as your own original work.** AI is a resource, but is no substitute for your own brain and your own words!
- **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data,** generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.

- **Research:** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should **not**, however, be used to find shortcuts or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided.
- **Written & Oral Exams:** Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of Artificial Intelligence (AI)

- **Accuracy:** Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- **Attribution:** All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
 - (1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
 - (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
 -
 - “I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”

- “I attest that this project made use of AI in the following ways:”
You must then use the following form to document your usage. *

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Lesson Schedule

The Modules are set up as a guide for what to do for each unit, each week, and each day. However, if you're looking for one consolidated resource, visit [the Lesson Schedule page](#). Any updates to the lesson schedule will be highlighted in green and announced electronically via Canvas.

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