

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: <u>Medicine</u>	Today's Date: <u>9/28/11</u>		
b.	Department/Division: <u>Physiology</u>			
c.	Contact person name: <u>Francisco H. Andrade</u>	Email: <u>paco.andrade@uky.edu</u>	Phone: <u>3-6576</u>	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <u>PGY 512</u>			
b.	Full Title: <u>Evolutionary medicine</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>42</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<u>This online course surveys the consequences of evolution on human function and disease. Lecture materials, online discussions, and reading and writing assignments will expand on examples of the repercussions of evolutionary processes on health.</u>		
j.	Prerequisites, if any:	<u>BIO 150-153 or equivalent introductory biology sequence, BIO 315 or equivalent, and an introductory physiology course (PGY 206, BIO 350, or PGY 412G).</u>		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	15 students		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	<u>This course will be of interest to science majors, pre-med, pre-dental and health science students.</u>		
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs:	_____		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: PGY 512





Proposal Contact Person Name: Francisco Andrade Phone: 3-6576

Email: paco.andrade@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Physiology Curriculum Committee	9/30/11	STEVEN ESTUS 3-3985 17264 TUS@UKY.EDU	
Faculty Council	10/17/11	Darrell Jennings, M.D. 1752861 Brandi.Tauffener@uky.edu	
UKcom Dean	11/15/11	Brian Jackson, Ph.D. 174905/ Jackson@email.uky.edu	
HCCC		Frederick de Beer, M.D. 135079, fcmcc12@email.uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council	1/17/12	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PGY 512	Date: 9/27/11
Instructor Name: Francisco H. Andrade	Instructor Email: paco.andrade@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The syllabus explains how to contact the instructor (email and phone) and expected response times. During the semester, participants (instructor and students) will use the Discussion Board in Blackboard to post and answer questions, and explore the lecture and reading materials in greater detail.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course goals and content are the same as for a typical classroom-based course. Quizzes, writing assignments and final project are as challenging as for any comparable course.</p> <p>To ensure the highest production quality possible, the lectures are designed with the advice of the Distance Learning Program staff.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The syllabus includes a whole section on academic integrity and the subject will be addressed in the first lecture. The course uses Blackboard, which requires username/password for access to all materials. There are 6 quizzes with short-answer and essay questions ; these are inherently more difficult to duplicate than just multiple choice questions. The same applies to the 3 writing assignments (each 1-2 pages long) on topics chosen by the instructor.</p> <p>The final project is an 8 to 10-page essay on a topic chosen by each student from a list provided at the start of the course. This project includes 2 intermediate deadlines: first, choose a topic; second, turn in an outline. This strategy will make it more difficult for a student to just copy someone else's work.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	Suspicious student-written materials (quizzes, assignments, final project) will be analyzed with "SafeAssign", a plagiarism-detecting tool in Blackboard.
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)? n/a</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The students taking this course will use the same resources as any other UK student: Blackboard and UK Library Services. Access is restricted by requiring username/password from any campus and home computer.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>This course is Blackboard-based; the students have to access it for lecture streaming, quizzes, and discussion. The students must use UK Library services to obtain the majority of the reading assignments and to search for references for the writing assignments and final project.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Blackboard and UK Library services are accessible from any UK campus or home computer. Access is restricted to UK users (userID/password).</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>I assume some familiarity with Blackboard and UK Library services. In case of technical problems, the syllabus includes the contact information for TASC, IT Customer Service Center and Distance Learning Library Services.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input checked="" type="checkbox"/> The technological requirements for the course. <input checked="" type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/ ; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/ ; 859-257-1300). <input checked="" type="checkbox"/> Procedure for resolving technical complaints. <input checked="" type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input checked="" type="checkbox"/> Maximum timeframe for responding to student communications. <input checked="" type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input checked="" type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Francisco H. Andrade Instructor Signature: 

PGY 512 EVOLUTIONARY MEDICINE
Online 3 credit-hour course offered every semester

Instructor

Francisco Andrade, Ph.D.
Department of Physiology
MS581 Willard Medical Education Bldg.
Office phone: (859) 323-6576
E-mail: paco.andrade@uky.edu

Office hours

You can post questions and comments on the course's Discussion page on Blackboard. You may also contact me directly by e-mail; please include **PGY 512** in the subject line. I will respond within 24 hours (usually < 12 hours) on weekdays (M-F). It may take longer to respond on weekends and holidays, but not more than 48 hrs. If you need to discuss the course materials in more detail, or have questions or concerns regarding the course in general or your grades, contact me by e-mail or phone to set up an office appointment.

Blackboard

You must be able to access Blackboard (<http://uky.edu/blackboard> or <http://myUK.uky.edu>) for lectures, class questions, and comments, reading and writing assignments, quizzes, grades, and announcements. You will also receive course materials and announcements via your UK e-mail account. If you do not use UK e-mail, you need to activate it and to check it regularly.

Contact UK Customer Service Center if you have questions or problems with Blackboard: phone 218-4357 (218-HELP) or send email to helpdesk@uky.edu. You can also find quick answers by clicking the *Help* link at the top of any Blackboard screen or checking the TASC website at (<http://www.uky.edu/TASC/index.php>)

Course description

Evolutionary Medicine (PGY 512) is an online 3 credit-hour course for students in the biological and health sciences and others interested in understanding the consequences of evolution on human health. The theory of evolution, originally postulated by Charles Darwin, is the foundation of biology. Evolutionary (or "Darwinian") medicine offers valuable insights into why disease occurs by considering human health and disease from the perspective of how we have adapted and co-exist with our environment. Lectures will review basic concepts that will be further developed by the reading assignments and online discussion.

Course pre-requisites

BIO 150-153 or equivalent introductory biology sequence, BIO 315 or equivalent, and an introductory physiology course (PGY 206, BIO 350, PGY 412G).

Student learning outcomes

The objective of this course is to learn how evolution influences human health. At the end of the course, you will be able to:

- (1) Describe evolution and how it impacts human life in the context of its environment.
- (2) Explain the consequences of evolutionary processes on health and disease.
- (3) Understand and critically analyze scientific papers in the field of evolutionary medicine.
- (4) Discuss concrete examples of how evolution influences human health.

Textbook

None. Course reading materials will be posted on Blackboard or will be available from journals via the UK Library. I assume you are familiar with UK Library services, including access to e-journals and databases (PubMed). If you need assistance with these resources, please use the Ask-a-Librarian service (<http://libraries.uky.edu/>) or the Distance Learning Library Services (dllservice@email.uky.edu, phone:

257-0500, ext. 2171).

Course activities and assignments

This course will rely on online lectures and reading assignments (available for download from Blackboard or from the UK Library). The lectures will introduce a key topic in evolutionary medicine and the reading assignments will expand or provide a different perspective on the subject. Reading assignments will be taken from books, reviews, or primary literature. I set up a Discussion page in Blackboard for class use: please post your questions and comments as they occur to you. The richness of the discussion will depend on the participation of all of us. You may also send questions directly to me by e-mail; if appropriate, I will post your question and my answer on Blackboard.

Learning will be evaluated by 6 quizzes, 3 writing assignments, and a final writing project. *There will not be a final exam.* Points will be awarded only for material turned in on time by e-mail. Quizzes, assignments, and final projects received after their respective deadline will receive zero points. The date/time stamp on the e-mail I receive will be the official submission time. E-mail failure or faulty Internet connection will not be valid excuses for sending your work after the deadline.

Quizzes (10 points each, 60 points total): We will have a quiz every 4-6 lectures. For undergraduate students, each quiz will have 5 short-answer questions. For graduate and post-baccalaureate students, there will be 5 short-essay questions. Each quiz will become available on Blackboard 24 hours before its due time.

Writing assignments (80 points each, 240 points total): 3 short (1-2 pages not counting cover page or references, 1" margins all around, single-spaced, font: Times 12 or Arial 11) essays that present the student's perspective on a topic chosen by the instructor. You will have 1 week to complete each assignment. The logical discussion of the assigned topic will count for 60 points. Spelling, grammar and presentation will count for the rest (20 points.)

Final writing project (200 points total): A more extensive essay (8-10 pages not counting cover page or references, 1" margins all around, single-spaced, font: Times 12 or Arial 11) on a topic of your choice from a list given the first day of class. This project will be developed during the whole semester with two intermediate deadlines: first, topic selection (3 weeks into the semester, **worth 10 points**), and then a tentative outline (mid-semester, **worth 40 points**). The final paper (**150 points**) will be graded for content and logic (100 points), grammar and spelling (50 points). *This final paper is due the last Friday of classes (week before final exams).*

Grading

You can accumulate up to 500 points from all quizzes, writing assignments and the final writing project. Combined instruction of undergraduate and post-baccalaureate/graduate students in 500-level courses must be structured to ensure appropriate attention to both groups and a corresponding differentiation in expectations. Thus, the final **letter grades** for this course will be calculated from total points accumulated according to the scale below:

	<u>Undergraduate</u>	<u>Graduate</u>
A	≥ 440	≥ 460
B	≥ 390	≥ 410
C	≥ 340	≥ 360
D	≥ 300	-----
E	< 300	< 360

Mid-term grades will be posted in myUK by the deadline set in the Academic Calendar.

Graduate students: The grading scale does not include D because that grade may not be awarded to graduate students (see Graduate School bulletin).

The course evaluation will be available on Blackboard the week before finals. I will add 5 points to your total if you complete the course evaluation before 5pm the last Friday of classes (week before final exams.) There will be no other score adjustment or extra credit work.

General course policies

1. Attendance Policy

This is an online course: there is no attendance requirement. However, you must keep up with the lecture and reading assignment schedule, and must turn in writing assignments and quizzes on time. Other than for excused absences (see below), I will not extend the deadlines.

2. Submission of Assignments

Quizzes, assignments, and final projects must be uploaded to Blackboard. Alternatively, you may send by email to paco.andrade@uky.edu. Please write **PGY 512** in the Subject line. The date/time stamp on Blackboard or the e-mail received will be the official submission time. Plan ahead: e-mail failure or faulty Internet connection will NOT excuse you for being late. Materials received past their deadline will receive zero points.

3. Return of Graded Materials

Electronic copies of your graded materials (quizzes, assignments and final paper) will be sent to your UK e-mail address. In accordance with University procedures, all graded materials will be held for 1 semester after the end of the course.

4. Questions Regarding Scores or Grades

Quiz and assignment scores will be posted on Blackboard as soon as they are available. If you have a concern regarding your posted score/grade, you have 1 week (7 days) from the day the scores are posted to contest the score. After 1 week, the score will not be changed. It is your responsibility to check your scores and follow-up in a timely manner. If you feel there was an error in grading your quiz or assignment, you must submit your request by e-mail, detailing the perceived error and why your answer(s) should receive additional credit. For instance, if there is information in the reading materials that supports your answer, quote the information and provide the reference, including the page and paragraph number.

5. Rescheduling Assignments

Students with documented excusable absences are allowed to make up missed assignments or quizzes according to these guidelines:

For excused non-emergencies, you must notify me by e-mail at least 1 week (7 days) before.

For emergency-related absences, you must notify me by e-mail no later than 48 hours after the missed quiz or assignment. Acceptable documentation must be submitted no later than 3 days after a missed assignment/quiz. Excused missed work must be completed within 1 week (7 days) of the original due date, unless other arrangements have been made with me.

You are encouraged to take an incomplete in the course if you miss two assignments.

In all cases, you must present a doctor's note, or other suitable documentation to me within 3 calendar days of missing any quiz or assignment.

There is no make-up date for the final project. If you miss its deadline, you will not be able to take an incomplete in the course without discussing with me the reasons for missing it, and then filling out and signing an incomplete form with the department. If I feel an incomplete is warranted, I will determine the conditions necessary to satisfy the incomplete at that time.

For excused and documented absences, this course adheres to the University policy as follows:

- A. Illness of the student or serious illness of a member of the student's immediate family.

The instructor shall have the right to request appropriate verification.

- B. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
- C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than 1 week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.
- D. Major religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances for which the instructor finds reasonable cause for nonattendance. Students missing class-work due to an excused absence bear the responsibility of informing the instructor about their excused absence within 1 week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Failure to follow this policy on your part will result in **zero points** for the missed assignment or quiz. **Note:** Make-up quizzes will have different questions than the original.

6. Academic Integrity

You shall not plagiarize, cheat, or falsify or misuse academic records. All students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. **When in doubt, ask me!** I will be happy to provide further guidance on what constitutes fair use of published material (or not.)

Plagiarism and cheating are serious breaches of academic conduct. You are advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter

or revise the work that a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

7. Class Behavior, Decorum and Civility

As a student engaging in a myriad of intellectual pursuits, you are expected to maintain a level of dignity and respect towards faculty, staff, and fellow students. You are expected to value differences among all members of our academic community. You have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Acceptable decorum and civility does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin.

8. Disabilities and medical conditions

If you have a documented disability that requires academic accommodation, please contact Disability Resource Center so proper arrangements can be made. To receive special accommodations in this course you must provide a Letter of Accommodation from the Disability Resource Center (contact J. Karnes, Director, Room 2, Alumni Gym, (V/TDD) 257-2754; jkarbes@email.uky.edu) for coordination of the campus disability services available to you.

COURSE OUTLINE

Topic	Reading assignment
1 Introduction to Evolutionary Medicine	Darwin's dangerous idea, chapter 2
2 Evolution – How does it work?	Darwin's dangerous idea, chapters 5-7
3 Evolution – Areas of debate	Handel & Ramagopalan, 2010
4 Molecular basis of variation and inheritance	Ancestor's Tale – 26 (Fruit fly's tale)
Quiz 1	
5 Evolution and development	Hochberg, 2010
6 Evolution and environment	Principles of evolutionary medicine, chapter 6
Final paper topic	
7 Human evolution and diversity	Ancestor's Tale – 26 (Grasshopper's tale) Why we get sick – chapter 1
Assignment 1	
8 Overview of human disease	The blind watchmaker – chapter 1
Quiz 2	
9 Perfect vision and hearing, huh?	This is your brain on music – chapter 9
10 Evolution of immunity	Boehm, 2011
11 Living with other – viruses	Worobey, Bjork and Wertheim, 2007
12 Living with others – parasites	Hagel et al., 2004
Outline of final paper	
13 Chemical warfare – antibiotic resistance	Dunning Hotopp, 2011
Quiz 3	
14 Antibiotic resistance – evolutionary meaning	Verra, Mangano and Modiano, 2009
15 Malaria – the price of trade-offs	Biochemical Adaptations – chapter 5
Assignment 2	
16 Living at altitude	Godfrey et al., 2010
Quiz 4	
17 Evolution and metabolic conditions	Speakman, 2008
18 Old metabolism, new diet	Evolutionary Medicine - 18
19 Chronic degenerative diseases	Purushotham and Sullivan, 2010
20 Cancer and evolution	Bourke, 2007
Quiz 5	
21 Evolution and aging	Principles of evolutionary medicine, chapter 10
22 Evolution makes us nuts too?	Third chimpanzee – chapter 11
23 Blame evolution for addictions	
Assignment 3	
24 Disease of genetics	Guns, germs and steel – chapter 11
25 Progress or bad choices?	
Quiz 6	
26 Final paper due	