

## Course Information

### General Course Information

Course: BIOL430

Course title: Molecular Genetics of Development

Pre-requisites: BCHM 218/3.0 or BIOL 330/3.0

Semester and year: Winter 2024

Number of credits: 3.0

Learning hours: 126

Modality (on campus, blended, or online): Blended

Classroom accessibility:

### Course Description

The use of genetic analysis to understand developmental processes such as cell fate determination, pattern formation and morphogenesis. Emphasis will be on the molecular pathways used during embryonic development, highlighting applications and techniques using model organisms.

### Topics

Week	Module	Topic
1	Introduction, History and Basic Concepts	History and basic concepts
2	Model Systems/ Techniques in Developmental Biology	Molecular techniques used to understand Development
3	Model invertebrate organisms	<i>Drosophila</i> and <i>C. elegans</i>
4	Handedness, Vertebrate Mesoderm Induction	Molecular mechanisms of handedness
5	<i>Drosophila</i> Development	<i>Drosophila</i> life cycle and development of the body plan
6	<i>C. elegans</i> Development	<i>C. elegans</i> Development and Dr. Chin-Sang's Research
7	Fertilization and Early Embryonic Development	Current and classic research literature
8	Pattern Formation	Current and classic research literature
9	Morphogenesis	Current and classic research literature
10	Neurodevelopment	Current and classic research literature
11	Regeneration	Current and classic research literature
12	Epigenetic Control of Development	Current and classic research literature

### Course Learning Outcomes

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

1. Discuss the history of the study of embryonic development and how the basic concepts were formulated to develop a conceptual framework for the study of developmental biology.
2. Compare and differentiate the major model organisms used to understand development at the

genetic and molecular level.

3. Discuss, evaluate and critique biological findings and ideas by reading and synthesizing results from the primary scientific literature, assessing their credibility, broad significance, and the limits to inference to gain experience in the writing of clear, concise and integrated reports
4. Develop hypothesis-driven experiments to explain cellular behaviour to gain practical skills and methodologies used to understand how organisms develop.
5. Summarize biological questions, concepts and results to a variety of audiences in written, oral and visual forms to improve your writing and communication skills.
6. Prepare high-quality, synthetic and incisively written and oral projects, applying strategies for time management and collaboration to develop your ability to work individually and on a team

### **Important University Dates**

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

## Inclusion

### **Land Acknowledgement**

*Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).*

### **Equity, Diversity, and Inclusivity Statement**

*Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class I will create an inclusive environment where all students feel valued and supported. Every member of this class is asked to show respect for every other member.*

## **Building a Classroom Community**

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

## **Fostering Accessibility**

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

## **Name/Pronoun**

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

## Course Materials & Technologies

### Recommended Course Textbooks

Course Textbooks	Edition(s)	Publisher	For Purchase	At Queen's Library? Y
Principles of Development	5 <sup>th</sup> or 6 <sup>th</sup>	Oxford University Press	Campus Bookstore	Y or N?

### Other Recommended Materials

Resource	Resource Type	Access	Further Information
PubMed	Website	online	<a href="https://pubmed.ncbi.nlm.nih.gov">https://pubmed.ncbi.nlm.nih.gov</a>

### Supplemental Materials

NA

### Educational Technologies, Help, Privacy, and Accessibility

This course makes use of the following website(s), program(s), and/or application(s) for specific educational use/purposes.

**Privacy:** Be aware that your independent use of the website(s), programs, and/or application(s) used in this course, *beyond what is required*, is subject to their terms of use and privacy policy. You are encouraged to review the applicable privacy statements before using the site. Please see below.

**Accessibility:** Queen's University is committed to developing courses that are accessible. For further information on accessibility compliance of the website(s), program(s) application(s) used in the course, please consult the links below.

Queen's Human Rights & Equity Office's [Accessibility Hub](#).

### Notice of Recording

Synchronous (live) classes will be delivered in this course through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and, in some cases, transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

### Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

## Communication

### Questions about the Course and Contacting the Teaching Team

Contact addresses for the Teaching Team will be posted on the onQ course website

### Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

### Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

## Assessments

### Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Alignment with CLOs	Weighting
Online Quizzes	Course Learning Outcomes 1-3	10%
Midterm exam	Course Learning Outcomes 1-6	25%
Seminar presentation	Course Learning Outcomes 1-4	25%
Critiques	Course Learning Outcomes 3-4	10%
Final Exam	Course Learning Outcomes 1-6	30%

Total

100%

### Assessment Flexibility

N/A

### Descriptions of Learning Activities and Assessments

#### Assessment 1

Weekly Quizzes: multiple choice/short answer and will test on the previous week's lectures)

## Assessment 2

Midterm Exam: multiple choice/short answer and will test on Weeks 1-6

## Assessment 3

Seminar Presentations: Working with groups of 2-3 students, you will present a seminar based on classical or current research from the primary literature.

## Assessment 4

Critiques: This is an exercise in peer review. The presenter's material is covered on the final exam. If we did not have time to answer your questions in class, write your question down on the critique.

## Assessment 5

Final Exam: multiple choice/short answer and will test on Weeks 7-12)

## Proctored Exams

### Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should **delay finalizing any travel plans until after the examination schedule has been posted**. Exams will **not be moved or deferred** to accommodate employment, travel/holiday plans or flight reservations. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

## Assignment Submission Policy

*5% shall be deducted from an assignment for each day, if it is late (including weekends). **The absolute last day to submit a late assignment in this course is 2 weeks after the last day of the course.** Anything that arrives after this will not be accepted without permission of the instructor.*

*Students with letters of accommodation should, if possible, confirm the implementation of their accommodations prior to the listed due date. Please see the "Accommodations for Disabilities" section of this syllabus for more information.*

*Students experiencing short-term extenuating circumstances that are beyond their control and may affect their academic work should submit a request to their faculty office for academic consideration. Please see the "Academic Considerations for Students in Extenuating Circumstances" section of this syllabus for more details.*

***Exams and Quizzes:** Unlike the written submissions, the exams and quizzes do NOT have built-in grace periods. This is because of the interactive nature of the discussions and academic integrity issues associated with quizzing. Thus, students are asked to use the Academic Considerations Portal when relevant for these assessments.*

*Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.*

## Policy Review of Graded Work

*Requests for assignment regrading may be made to your TA 48 hours after you have received the marked copy of your assignment, but no more than 10 days later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:*

- *Your name, student number, and TA's name.*
- *The original copy of your marked assignment, attached.*
- *Your reason for the request:*
  - *The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.*
  - *Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.*

*If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.*

## Policies

### Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

### Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can

meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

### **Accommodations for Disabilities**

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

### **Academic Consideration for Students in Extenuating Circumstances**

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.



Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

### **Queen's Policy Statement on Academic Integrity**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity -- requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions

that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

### **Syllabus statements for Generative Artificial Intelligence (AI) Tools (select one of the following)**

#### **Permitted with citation**

*Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are welcome in this class, provided you cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.*

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

### **Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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*Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".*