

**DEPARTMENT OF BIOLOGY, UNIVERSITY OF REGINA – Winter 2025**  
**ANIMAL DEVELOPMENTAL BIOLOGY – BIOL 395**  
**COURSE SYLLABUS**

**Territorial Acknowledgement:**

We gather at the University of Regina located on Treaty 4 territory, the traditional territories and homeland of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation.

We recognize that these lands were the site of historical injustices, including the displacement and dispossession of Indigenous peoples. The legacy of colonization has caused enduring hardships, affecting the social, cultural, and economic well-being of Indigenous communities.

We acknowledge the resilience, strength, and contributions of Indigenous peoples, past and present, who have maintained their connections to this land despite centuries of adversity. I share this acknowledgement as a reminder that my family settled in Toronto in 1958, which is covered by many treaties of several First Peoples. Toronto is the traditional territories of many nations, including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples and is now home to many diverse First Nations, Inuit, and Métis peoples.

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**Instructor:** Dr. R. Manzon

**Email:** [richard.manzon@uregina.ca](mailto:richard.manzon@uregina.ca)

**Lectures:** MWF 08:30 – 09:20

**Room:** CL408

**Office Ph:** 306-337-2417; **Room:** RIC 219

**Office Hours:** M 1:30 – 2:30 pm R 2 – 3 pm

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**Recommended textbook: You will require a developmental biology textbook for this course**

1. Barresi M.J.F. and Gilbert (Any Year). Developmental Biology (any ed.) Sinauer/Oxford Press.

**COURSE WEB SITE: UR Courses <https://urcourses.uregina.ca/login/index.php>**

**Images used in lectures will be provided as PDF files via UR Courses**

**Copyright Statement:** Images in lectures are copyright-protected and reprinted with permission or are being used under a Creative Commons license for use in this course. Slides and their content are for use in this course only.

*I ask that you please do not modify or distribute these as you and I will be infringing on the copyright of other people and companies.*

**Additional resources:**

<https://sophia.smith.edu/blog/barresilab/developmental-documentaries/>

**Accommodations:** Students in this course who may need specialized accommodations should contact the Centre for Student Accessibility (Riddell Centre 229, 585-4631), and must discuss their accommodation letter with their Instructor.

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**GRADING SCHEME AND IMPORTANT DATES:**

<b>Date and Time</b>	<b>Event/Assignment/Exam</b>	<b>Value (%)</b>
Monday, February 3, 2025	Term Test 1 -- Units 1-4	16
Wednesday, February 14, 2025	Primary Literature Review Assignment #1	8
Friday, March 14, 2025	Term Test 2 -- Units 5-8; and Units 1 and 2	20
Wednesday, March 26, 2025	Primary Literature Review Assignment #2	10
Lectures and discussions	Participation	6
Tuesday, April 22, 2025, @ 0900	Final Exam (Units 9 – 14 and 1, 2, 5, 7, 8) Students must pass the final exam to pass the course.	40

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**Assignment completion and submission:**

- Students will complete their assignments directly in the UR Course web site or by submitting an electronic file using the UR Courses web site.
- Electronic files must be submitted using the UR Courses interface and Turnitin, as a Microsoft Office Word (.docx) or PDF (.pdf) file, by 11:59:59 pm on the date.
  - Extensions will not be granted.
- **File names** must be written as follows: **Student-ID#\_Bio390\_A-#\_2024.**
  - Failure to follow this convention will result in a penalty of minus 15 %
- Late submission will not be accepted for Primary Literature Review Assignment.
  - Late assignments will earn a grade of zero.
- Students must submit their original written work using their own words.
- Students should use proper grammar, paragraph and sentence structure and all writing should be their own original work. I am not specifically grading students on grammar; the goal is to offer opportunities to practice summarizing content and writing in our own words.

**In-Class Primary Literature Discussions/Case Studies/Lecture Participation:**

- I hope to create a classroom environment where everyone feels comfortable and safe to contribute to the class through questions, answers and open discussion. However, verbal contributions are not the only form of participation. Regular on-time attendance and being engaged in lectures and in-class discussions are also important forms of participation. Additionally, if you have questions or comments on lecture material or assignments/case studies that you wish to share, but not verbally, you may email them to me.

**Missed Test/Exam/Absence Policies:**

- **Term tests and course work:**
  - Students must contact their instructor (me) by email or phone before the end of the test.
  - Redistribution of term test grades in the class is not an option.
  - Deferred term tests are managed and proctored by the Faculty of Science on fixed days and times.
- Students should attend all lectures and be actively engaged and participating in the class.

### **Academic Integrity:**

- Academic integrity requires students be honest. Assignments and exams are to help students learn; grades show how fully this goal is attained. Thus, all work and grades should result from a student's own understanding and effort.
- Acts of academic misconduct violate academic integrity, and are considered serious offences by the University. Examples include, but are not limited to, cheating on tests or exams, plagiarizing, copying from others, falsifying lab results, etc. Instances of academic misconduct will be reported to a Dean or Associate Dean in Science for investigation. Full details are provided in the [Undergraduate academic calendar](#). Students are encouraged to understand your obligations as a student, as well as your rights.

### **Generative Artificial Intelligence (AI):**

- While students may use generative AI tools for brainstorming and idea development, the submitted content, analysis, and conclusion must be independently developed by the student.
- Generative AI to improve student writing is not permitted. I grade student on the organization and flow of content (i.e., understanding) not specifically on grammar and writing, thus assignments offer an opportunity to practice their own writing.
- All use of generative AI on assignment must be reported (cited appropriately) and include the search terms used.