BBE 100
Introduction to Brain, Behaviour and Evolution
S1 Day 2015
Dept of Biological Sciences

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General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
The greatest show on the Planet. This unit is a suitable introductory science unit for all students. It offers an integrative approach to the amazing world of behaviour. Basic mechanisms are covered, together with function and evolution. Lecture topics include: micro- and macro-evolution; evolutionary origins of behaviour; basic neuroscience; learning, brain and behaviour; and topics in animal behaviour. Lectures culminate with some reflections on the lives of humans in our modern world and the role of culture in human evolution.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Describe the basic functioning of the nervous system in animals, including the senses
2. Explain the principles of evolution by natural selection and sexual selection
3. Outline basic concepts and principles of animal communication, sexual selection, human evolution, genetics, epigenetics, learning, and the topics of animal behaviour presented in class
4. Extract and relate key theoretical ideas concerning the special topics on the evolution of human behaviour
5. Understand and present collected scientific data
6. Extract key points from scientific papers and accurately communicate these to a general audience
7. Comment critically on scientific papers with regard to life on our Planet today

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review questions</td>
<td>18%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Lab exercise 1</td>
<td>6%</td>
<td>Early: See unit guide</td>
</tr>
<tr>
<td>Lab exercise 2</td>
<td>6%</td>
<td>See unit guide</td>
</tr>
<tr>
<td>Draft commentary</td>
<td>1%</td>
<td>See unit guide</td>
</tr>
<tr>
<td>Final commentary</td>
<td>23%</td>
<td>See unit guide</td>
</tr>
<tr>
<td>Final exam</td>
<td>46%</td>
<td>final exam period</td>
</tr>
</tbody>
</table>

Review questions

Due: **Weekly**
Weighting: **18%**

**Quizzes for review questions**

For each week’s lectures, a set of review questions are posted on the course web site. You should download the questions and answer them because the quizzes are based on them. You can and should treat the review questions as a test initially, because that helps you learn. But then you should of course check to make sure that you have the right answers. Keep the questions, and lecture slides and notes before you in doing the quizzes: it’s open-book, don’t handicap yourself unnecessarily. If you have answered the review questions, you should be near perfect on the quizzes. But be very mindful because any small error (e.g., misspelling in one letter) will be scored as incorrect, iLearn being pedantic and ruthless.

Due date for the quiz for Week $n$ review questions is end of Week $n+1$, defined as Sunday 23:55. Thus the quiz for Week 1 review questions are due Sunday of Week 2. We suggest not leaving the task till late on Sunday because the internet is not totally reliable, and iLearn won’t know or care about your trials and tribulations. Late submissions will have the marks halved. The last date for quizzes is Sunday 14 June after which they will be closed. The motivation for including this component is less evaluative and more pedagogical (graduate capability 1). The idea is to force you to review course material week by week. We emphasize that performance on this component of assessments correlates highly with overall performance on this course.
This Assessment Task relates to the following Learning Outcomes:

- Describe the basic functioning of the nervous system in animals, including the senses
- Explain the principles of evolution by natural selection and sexual selection
- Outline basic concepts and principles of animal communication, sexual selection, human evolution, genetics, epigenetics, learning, and the topics of animal behaviour presented in class
- Extract and relate key theoretical ideas concerning the special topics on the evolution of human behaviour

Lab exercise 1

Due: Early: See unit guide
Weighting: 6%

A short assignment based on the practicals in Weeks 2-3. Each is in two parts, with fuller instructions separately provided. Part 1 is a quiz based on the lab exercise, and Part 2 is a document that you upload via turnitin in iLearn.

Due dates (have to be listed here because this web site is too stupid to allow different dates for different prac groups in the box labelled "due date").

Even-week prac groups: Sunday 22 March (23:59)
Odd-week prac groups: Sunday 29 March (23:59)

This Assessment Task relates to the following Learning Outcomes:

- Extract key points from scientific papers and accurately communicate these to a general audience

Lab exercise 2

Due: See unit guide
Weighting: 6%

A short assignment based on the practicals in Weeks 6-7. Each is in two parts, with fuller instructions separately provided. Part 1 is a quiz based on the lab exercise, and Part 2 is a document that you upload via turnitin in iLearn.

Due dates (have to be listed here because this web site is too stupid to allow different dates for different prac groups in the box labelled "due date").

Even-week prac groups: Sunday 12 April (23:59)
Odd-week prac groups: Sunday 3 May (23:59)
This Assessment Task relates to the following Learning Outcomes:

• Understand and present collected scientific data

Draft commentary
Due: See unit guide
Weighting: 1%

The commentary article is a short news commentary on a recent article, meant as an opinion piece for a popular audience.

Due dates (have to be listed here because this web site is too stupid to allow different dates for different prac groups in the box labelled "due date").

Even-week prac groups: Sunday 3 May (23:59)
Odd-week prac groups: Sunday 10 May (23:59)

This Assessment Task relates to the following Learning Outcomes:

• Extract key points from scientific papers and accurately communicate these to a general audience
• Comment critically on scientific papers with regard to life on our Planet today

Final commentary
Due: See unit guide
Weighting: 23%

The commentary article is a short news commentary on a recent article, meant as an opinion piece for a popular audience.

Due dates (have to be listed here because this web site is too stupid to allow different dates for different prac groups in the box labelled "due date").

Even-week prac groups: Sunday 24 May (23:59)
Odd-week prac groups: Sunday 31 May (23:59)

This Assessment Task relates to the following Learning Outcomes:

• Extract key points from scientific papers and accurately communicate these to a general audience
• Comment critically on scientific papers with regard to life on our Planet today

Final exam
Due: final exam period
Weighting: 46%
The final exam consists of 50 multiple-choice questions, on lectures from Week 1 to Week 12.

This Assessment Task relates to the following Learning Outcomes:

- Describe the basic functioning of the nervous system in animals, including the senses
- Explain the principles of evolution by natural selection and sexual selection
- Outline basic concepts and principles of animal communication, sexual selection, human evolution, genetics, epigenetics, learning, and the topics of animal behaviour presented in class
- Extract and relate key theoretical ideas concerning the special topics on the evolution of human behaviour

**Delivery and Resources**

**Lectures**

2 h per week live, Thursdays 2-4 at Mason Theatre or Fridays 9-11 at Mason Theatre. One 1 h pre-recorded lecture available on iLearn.

**Practicals**

Practicals take place every two weeks on Mondays and Tuesdays, 9-6, in E5A 220

One stream will run in Weeks 2, 4, 6, 10, 12, while a second stream will run in Weeks 3, 5, 7, 9, 11

Details of pracs will be supplied at each prac.

You must wear closed-in shoes to pracs. And no food or drinks allowed in labs for pracs.

Bring your laptop if you have one: you can use them during pracs and our supply is limited.

It is now University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.

**Unit Schedule**

**Lecture schedule**

R = pre-recorded lecture, not given live in class but made in a 'studio'. They are on iLearn, and you should listen to these lectures on your own each week. In case of problems with the videos, contact your unit convenor via the dialogue link in iLearn.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Overview and intro</td>
<td>Cheng</td>
</tr>
<tr>
<td></td>
<td>1.2R</td>
<td>How science 'works'</td>
<td>Cheng</td>
</tr>
<tr>
<td></td>
<td>1.3R</td>
<td>Ethics</td>
<td>Cheng</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>Good study habits</td>
<td>Cheng</td>
</tr>
<tr>
<td>2</td>
<td>2.1R</td>
<td>Brief history</td>
<td>Taylor</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>Tinbergen's explanations</td>
<td>Taylor</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Darwin and Evolution</td>
<td>Taylor</td>
</tr>
<tr>
<td></td>
<td>3.2R</td>
<td>Evolution on a small scale</td>
<td>Taylor</td>
</tr>
<tr>
<td>4</td>
<td>4.1R</td>
<td>Evolution on a large scale</td>
<td>Taylor</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>Evolution of behaviour</td>
<td>Taylor</td>
</tr>
<tr>
<td>5</td>
<td>5.1R</td>
<td>Genetics and epigenetics</td>
<td>Cheng</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>Nervous system 1</td>
<td>Taylor</td>
</tr>
</tbody>
</table>
### Unit guide BBE 100 Introduction to Brain, Behaviour and Evolution

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>30 Mar</td>
<td>6.1 Nervous system 2</td>
<td>Taylor</td>
</tr>
<tr>
<td>6.2R</td>
<td></td>
<td>Senses</td>
<td>Taylor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midsemester break 3-19 April</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>20 Apr</td>
<td>7.1 Perception (a ‘folk musical’)</td>
<td>Cheng</td>
</tr>
<tr>
<td>7.2R</td>
<td></td>
<td>Learning 1: Basics</td>
<td>Cheng</td>
</tr>
<tr>
<td>8</td>
<td>28 Apr</td>
<td>8.1R Learning 2: Cognitive approaches to learning</td>
<td>Cheng</td>
</tr>
<tr>
<td>8.2</td>
<td></td>
<td>Animal behaviour 1</td>
<td>Cheng</td>
</tr>
<tr>
<td>9</td>
<td>4 May</td>
<td>9.1R Communication</td>
<td>Taylor</td>
</tr>
<tr>
<td>9.2</td>
<td></td>
<td>Sexual selection</td>
<td>Taylor</td>
</tr>
<tr>
<td>10</td>
<td>11 May</td>
<td>10.1R Animal behaviour 2</td>
<td>Cheng</td>
</tr>
<tr>
<td>10.2</td>
<td></td>
<td>Human evolution</td>
<td>Downey</td>
</tr>
<tr>
<td>11</td>
<td>18 May</td>
<td>11.1R Human mating</td>
<td>Sulikowski</td>
</tr>
<tr>
<td>11.2</td>
<td></td>
<td>Food and humans</td>
<td>Cheng</td>
</tr>
</tbody>
</table>
# Culture, altruism, morality

25 May-

### Rise of civilisation and its influence on the Planet

<table>
<thead>
<tr>
<th>Week</th>
<th>Even-week pracs</th>
<th>Odd-week pracs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no prac</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lab 1, discuss plan for experiment</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lab 1, discuss plan for experiment</td>
<td>Lab 1, discuss plan for experiment</td>
</tr>
<tr>
<td>4</td>
<td>commentary discussion, part 1 of experiment, lab 1 due</td>
<td>commentary discussion, part 1 of experiment, lab 1 due</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>commentary discussion, part 1 of experiment, lab 1 due</td>
</tr>
<tr>
<td>6</td>
<td>part 2 of experiment, lab 2</td>
<td>lab 2 due</td>
</tr>
<tr>
<td>Midsem1</td>
<td>lab 2 due</td>
<td></td>
</tr>
<tr>
<td>Midsem2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>part 2 of experiment, lab 2</td>
</tr>
</tbody>
</table>
Learning and Teaching Activities

Lectures online
See Unit Schedule

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html
Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/
Results
Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in *eStudent*. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

Student Support
Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills
Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity Support
Students with a disability are encouraged to contact the [Disability Service](http://students.mq.edu.au/disability) who can provide appropriate help with any issues that arise during their studies.

IT Help

When using the University’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.
This graduate capability is supported by:

**Learning outcomes**

- Describe the basic functioning of the nervous system in animals, including the senses
- Explain the principles of evolution by natural selection and sexual selection
- Outline basic concepts and principles of animal communication, sexual selection, human evolution, genetics, epigenetics, learning, and the topics of animal behaviour presented in class
- Extract and relate key theoretical ideas concerning the special topics on the evolution of human behaviour
- Understand and present collected scientific data
- Extract key points from scientific papers and accurately communicate these to a general audience
- Comment critically on scientific papers with regard to life on our Planet today

**Assessment tasks**

- Review questions
- Lab exercise 1
- Lab exercise 2
- Draft commentary
- Final commentary
- Final exam

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- Understand and present collected scientific data
- Extract key points from scientific papers and accurately communicate these to a general audience
- Comment critically on scientific papers with regard to life on our Planet today

**Assessment tasks**

- Lab exercise 1
Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Extract and relate key theoretical ideas concerning the special topics on the evolution of human behaviour
- Comment critically on scientific papers with regard to life on our Planet today

**Assessment tasks**

- Draft commentary
- Final commentary
- Final exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcome**

- Comment critically on scientific papers with regard to life on our Planet today

**Assessment tasks**

- Draft commentary
- Final commentary

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and
country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcome**

- Comment critically on scientific papers with regard to life on our Planet today

**Assessment tasks**

- Draft commentary
- Final commentary

**Changes from Previous Offering**

**What is new this year?**

Lecture schedule has been re-ordered, but we have pretty much the contents from 2014. We have a new edition of the textbook, with the chapters ordered for the new schedule. The class is now oriented more as a Planet unit. We have changed the first writing assignment, to be based on articles that are more relevant to your university studies. A new mode of review questions takes place this year, based on weekly quizzes. As before, good part of class time will feature live discussions based largely on thought-provoking video clips linking lecture topics to issues in our daily lives and in our society and world at large. We have added a Kickstart section with helpful tips. And last but not least, we have some new infotainment!