

Syllabus

Basic Course Information

Term: Fall 2024

Duration: full semester (16 weeks)

Contact hours: Two 80-minute lectures (Tuesday & Thursday 9:30-10:50am) & one 50-minute discussion session (check your university schedule for time).

Course format: Flipped-course with online pre-lecture lessons followed by in-person lectures and weekly discussion periods.

Course location: Lectures in Foellinger Auditorium; discussion session in the Natural History Building (check your university schedule for room assignments).

Weekly work hours: Outside of class time you are expected to spend 4 hours on online assignments (two pre-lecture assignments and one homework assignment) and 2-4 hours of additional individual study time to keep up and practice problem-solving with the covered material.

Credit hours: 4

Instructor Information

Professor: Dr. Benjamin Clegg

Email: ib150-course@illinois.edu

Instructor office hours: 2 hours/week in-person TBA on course webpage (canvas.illinois.edu)

Instructor office: 2006A Natural History Building

Teaching Assistant Information

Check the course webpage on canvas.illinois.edu under "Instructor Information" for your TA's name and contact information. TAs each hold a 2-hr office hour weekly in-person in 2092 NHB.

Student Learning Outcomes

After this course, students will be able to: (1) explain both proximate and ultimate aspects of fundamental concepts in physiology, ecology, genetics, and evolutionary biology, (2) apply their understanding of these concepts and use quantitative models to make testable predictions in novel settings, and (3) analyze data sets (presented in either data table or graphical formats) using simple statistical tools to rigorously evaluate and differentiate between alternative hypotheses in cardiovascular physiology, population and community ecology, transmission genetics, population genetics, and phylogenetics.

Attendance Policy

Your attendance at all scheduled classes (lecture and discussion) is a mandatory and graded component of this course and essential for success in the course. Missing class unexcused results in a score of zero for your participation grade for that class session. (See the “**Late assignment policy**” section below if you miss a submission deadline for online assignments).

Acceptable excused absences (with proper documentation) include:

- **illness** (requires a doctor’s note, a record of having visited McKinley in person or used McKinley’s Dial-a-Nurse service, or a note from the Dean of students if illness lasts 3 or more days),
- a **family emergency** as defined by the student code (documentation can include a letter from a parent or legal guardian, obituary, dean’s letter),
- a conflict with **another course’s exam or course meeting time that is scheduled at the exact same time** as the IB 150 exam (requires documentation of enrollment in the course and a copy of that course’s syllabus with exam or class meeting time),
- a **university-sanctioned athletic event** (letter from your athletics program required),
- job, graduate, or professional school **interviews** (a best effort should be made to schedule these events around exams; documentation of interview required),
- **religious observance** (requires a letter from the Dean of Students’ office, see the section “Religious observance” below on how to request documentation),
- **official business with a government agency** as covered by the student code (requires documentation from government agency showing the date you need to appear on).

Please consult the Student Code Article 1, Part 5 for details:

http://studentcode.illinois.edu/article1_part5_1-501.html.

Planned Absences: If you need to miss class for a non-emergency event approved by the student code, you need to contact ib150-course@illinois.edu a minimum of one day before the absence occurs with documentation, or the absence is unexcused and you will receive a zero.

Illness/ Family Emergency: If you are ill or you are experiencing a qualifying family emergency and are unable to attend a lecture or discussion, email the course email address at ib150-course@illinois.edu and provide documentation within 48 hours of the emergency (or 48 hours after the date range of illness as indicated on a doctor’s note).

Absence from an Exam: If you have to miss an exam, you can have 1 exam prorated (replaced by average of the other two exams), so long as you contact ib150-course@illinois.edu **within the time frame and with the documentation** listed above for qualifying planned absences or emergencies as covered by the student code.

Missing an exam and failure to provide proper documentation within this time frame **will result in a score of zero for the exam that CANNOT be replaced by the Final Exam.**

Lecture and Discussion Etiquette

We are a very large class, and we need your help to make the learning environment in the large lecture hall the best it can be. So please:

1. Arrive on time. Try to arrive early if possible. If you cannot avoid arriving late, please enter quietly and find a seat on the aisle or back of the hall so you will disturb as few of your fellow students as possible.
2. Silence cell phones and pagers, and please do not text-message during lecture. Also refrain from using laptops during lecture for anything other than IB150 lecture material (i.e., no playing online games, shopping online, watching movies, TV shows, etc.). Extra sounds and lights are distracting to those around you and negatively impact the learning environment.
3. Be considerate of the people around you. *Please no talking unless you are doing so as part of a lecture activity.* If you have questions, please feel free to raise your hand and the instructor or TA will assist you. Sound carries very far in the lecture hall. Even conversations held at a whisper are very distracting to others in this hall.
4. Remember that the lecture is not over until you have been dismissed. Packing up during lecture is disruptive and irritating to other classmates and instructors. If you must leave early, please sit at the back of the lecture hall so you disturb as few people as possible.

Prerequisites

None

Course description

IB 150 is both an introductory course for biology majors and an excellent comprehensive survey course for non-majors who are looking for a course to brush up on biology for GRE biology subject exams, MCAT, and similar biology graduate-entrance exams, or anyone interested in exploring the big questions of life to fulfill their Natural Science general education requirement.

All the properties we associate with living organisms can be grouped around 2 core concepts: obtaining the energy required to drive all of life's many chemical and physical reactions and the ability to pass on genetic information between generations.

It is these two core principles that this course is built around: In Unit 1 we will be focusing on how energy puts limits and constraints on living systems, from the structure and function of our anatomy and physiology all the way to ecosystems. In Units 2 and 3 we will be covering that other core concept: heredity – from its molecular basis to transmission genetics to evolutionary biology. By semester end we will be able to apply what we learned about the forces that shape all living organisms to understand both proximate and ultimate explanations why organisms have their unique anatomy.

We will all learn better and have a successful semester if we work together in a lively, interactive atmosphere! This course is designed to train you to think, reason, and problem-solve in the context of applied, real-world biological scenarios. Doing so requires you to explore core concepts firsthand. This course is designed to be interactive and heavily builds on peer-to-peer interactions in all course components.

I am looking forward to an engaging and interactive semester with you!

General Education Categories

IB 150 satisfies the general education criteria for the Natural Sciences requirement - Life Sciences.

Tentative Class Schedule

Below is a **tentative** class schedule, highlighting the relationship between Lectures, Discussions and Readings. We reserve the right to make changes to the class schedule. Please consult the course homepage at canvas.illinois.edu for assignment due dates and to check for any updates to this schedule.

		Lectures	Discussions	Readings Freeman 7 th Edition
Unit 1 Life and Energy	Week 1 Aug. 26–Sep.1	1.1 What is life? 1.2 Energetic limits on anatomy	Nature of Science	Chapters : 1; 8.1-8.3
	Week 2 Sep. 2–8	1.3 Form and Function of Respiratory Systems 1.4 Form and Function of Circulatory Systems	Fick's Law of Diffusion case study	Chapters : 39.3; 42.1; 42.3; 42.5
	Week 3 Sep. 9–15	1.5 Metabolic trade-offs and Ecosystem Structure 1.6 Limits on Population Growth	Physiology of Respiratory & Circulatory System case studies	Chapters : 39.5; 51.2-51.4; 53.1
	Week 4 Sep. 16–22	1.7 Community Interactions: Competition 1.8 Community Interactions: Predation	Population Growth simulation	Chapters : 52.1-52.2
Unit 2 Life and Heredity	Week 5 Sep. 23–29	Monday EXAM 1 (covers Lectures 1.1-1.8) No lecture on Tuesday 2.1 Molecular Basis for Heredity	No discussion	Chapters : 16
	Week 6 Sep. 30 – Oct. 6	2.2 Origin of Genetic Diversity 2.3 Heredity I: Mitosis	Central Dogma & Mutations	Chapters : 12.1-12.2; 13
	Week 7 Oct. 7 – 13	2.4 Heredity II: Meiosis 2.5 Transmission Genetics	Understanding Meiosis	Chapters : 14
	Week 8 Oct. 14–20	2.6 Simple Patterns of Inheritance 2.7 Complex Patterns of Inheritance	Genetics Problem Solving Strategies	Chapters : 14
	Week 9 Oct. 21–27	2.8 Polygenic Inheritance 2.9 Testing for Linkage	Genetics Problem Practice	Chapters : 23.1
Unit 3 Evolving Life	Week 10 Oct. 28–Nov. 3	3.1 Population Genetics: Hardy-Weinberg Equilibrium 3.2 Evolutionary Mechanisms I	Linkage Mapping Simulation	Chapters: 23
	Week 11 Nov. 4 – 10	Monday EXAM 2 (covers Lectures 2.1-2.9)	Election Week No lectures & discussions	
	Week 12 Nov. 11–17	3.3 Evolutionary Mechanisms II 3.4 Evolutionary Mechanisms III	Population Genetics case study	Chapters : 22
	Week 13 Nov. 18–24	3.5 Macroevolution - Speciation 3.6 Cladistics	Natural Selection case study	Chapters: 24; 25.1
	Week 14 Nov. 25–Dec. 1	Thanksgiving Break		
	Week 15 Dec. 2 – 8	3.7 Evolutionary Patterns through Deep Time 3.8 An Integrative Approach to Biology	Great Clade Race	Chapters : 21.1; 21.3; 21.5; 25.2-25.4
	Week 16 Dec. 9-11	Monday EXAM 3 (covers Lectures 3.1-3.8)	No discussion	
Finals week	Dec. 13-20	Optional cumulative final exam (Lectures 1.1-3.8) Date & Time to be announced		

Learning management system

Online resources for IB 150 can be found on CANVAS: canvas.illinois.edu

Required & recommended readings

Required:

Textbook: Freeman. *Biological Science*. eText of 7th edition. Pearson. (Purchasing a paper copy of the text is also possible). Purchase access through the direct link on the course webpage.

Additional weekly readings on landmark contributions by famous scientists:

(links to copies of these readings are available in weekly resources link on course webpage)

Week 1: Colin Dixon (2019) Why everyone can and should be a scientist. The Concord Consortium. Spring 2019. <https://concord.org/newsletter/2019-spring/why-everyone-can-and-should-be-a-scientist/>

Week 2: Daniel Tyrrell (2020) Black Cardio In History: Dr. Marie Maynard Daly. American Heart Association. October 2020. <https://earlycareervoice.professional.heart.org/blackcardioinhistory-dr-marie-maynard-daly/>.

Week 3: Rachael Bishop (2012) The Legacy of Rachel Carson's Silent Spring. American Society Commemorative Booklet.

Week 4: Jane Lubchenco (1980) Algal zonation in the New England rocky intertidal community: an experimental analysis. *Ecology* 61: 333-344.

Week 5: V. Percec & Xiao, Q. (2021) The legacy of Rosalind E. Franklin: Landmark contributions to two Nobel Prizes. *Chem* 7: 529-536.

Week 6: Ed Yong (2019) After two decades, a fishy genetic mystery has been solved. *The Atlantic*. March 2019. <https://www.theatlantic.com/science/archive/2019/03/how-fish-evolved-antifreeze-junk/585226/>

Week 7: Katherine Keenan (1983) Lilian Vaughan Morgan (1870-1952): Her life and work. *American Zoologist* 23: 867-876.

Week 8: EpiGenie (2008) Karolin Luger: Leading ladies in epigenetics research. EpiGenie. September 2008. <https://epigenie.com/leading-ladies-in-epigenetics-research/>.

Week 10: S. Ravindran (2012) Barbara McClintock and the discovery of jumping genes. PNAS 109: 20198-20199.

Week 11: Alison Bell, Rebecca Trapp, and Jason Keagy (2019) Parenting behavior is highly heritable in male sticklebacks. Royal Society Open Science 5: 171029.

Week 12: Carla Cáceres, Cynthia Hartway, Kimberly Paczolt (2009) Inbreeding depression varies with investment in sex in a facultative parthenogen. Evolution 63: 2474-2480.

Week 14: Prashant Nair (2011) Profile of B. Rosemary Grant. PNAS 108: 12195-12197.

Week 15: Marguerite Holloway (1996) Mary Leakey: Unearthing history. Scientific American newsletters. December 1996. <https://www.scientificamerican.com/article/mary-leakey-unearting-hi/>.

Required materials

Course Manual: IB 150 Fall 2024 course manual available at the IUB bookstore.

iClicker (must be a physical clicker, cannot be the app) available at the IUB bookstore.

A **non-programmable** calculator *other* than your smart phone for simple calculations on exams. (Scientific calculators with displays larger than 2 rows will not be permitted on exams).

Late assignment policy

Late submissions of online assignments will NOT be graded, unless incurred due to extenuating circumstances. Proper documentation for illness, family emergency, athletic event or other legitimate reason is required to receive an extension for submitting pre-lectures and online homework assignments. See qualifying events and acceptable documentation under **Absence Policy** above.

Graded Assignments

Pre-Lecture Lessons

You are required to complete the online pre-lecture lessons found on the canvas course webpage under each lecture by 11:59 pm the day before each lecture. You are allowed multiple attempts at the complete lessons. Your final score will be the average score of your attempts at a full pre-lecture lesson. You can rework the questions in the study versions that open after the due date for practice or exam review without credit. **If you missed a pre-lecture due to a qualifying event (see section on excused absences) you may request an extension to complete the online pre-lecture lesson once you return from your excused absence** (there are no excused drops).

Lecture Activities

We will have group activities during many of the lecture periods and attendance is mandatory. Answers to lecture activities are submitted via iClickers. iClicker scores count as your lecture participation scores. You must attend lecture and answer at least 75% of all clicker questions to earn the points associated with each lecture.

If you forgot to bring your iClicker this also counts as a zero for lecture participation. **Being caught with someone else's iClicker results in a charge of cheating for the missing student AND for the student found operating multiple iClickers.**

Weekly Online Homework Sets

Each week has an online homework set that is due on the Friday of the same week at 11:59 pm. Links to these assignments are found on the canvas course page in each week's module. Each of these homework sets are worth 6 points. You have 2 attempts at each question for multiple choice questions, the second attempt scored for $\frac{3}{4}$ credit. Note that you can check for automatic feedback immediately after the due date by visiting the homework set after its due date. Study versions are available after the due date.

Hour Exams

There are three hour exams, each covering the preceding Unit. Exams are held in person, are closed book, closed notes, and are based on the **course learning goals** of each respective unit.

Hour exams consist of a combination of 25 multiple choice (MC), 3 short answer or self-constructed answer questions, and 1 essay question. Practice questions for the Hour Exams will be available on the course webpage.

This course's hour exams are scheduled as **EVENING EXAMS held from 7-9 pm** in Foellinger Auditorium on the following dates:

Exam 1: Monday, September 23rd

Exam 2: Monday, November 4th

Exam 3: Monday, December 9th

All exams are secure exams, so you will not be allowed to view them again after you turn them in. A key to the exam will not be posted. Students who believe that the exam had a mistake or was incorrectly graded should contact ib150-course@illinois.edu **within 1 week** of exam scores being posted and your exam will be manually reviewed for scoring errors.

Final Exam & Resurrection Policy

There is no mandatory final exam in this course.

However, if you are unhappy with your hour exam scores, you can take an **optional cumulative final exam** during the official campus final exam slot for this course (Date & Time will be announced by the University and the course when available). If you choose to take this optional final exam, **the final exam score will automatically replace your hour exam total IF your final exam score is higher than the hour exam total**. A lower optional final exam score than the hour exam total **will not affect your course grade** in any way. This optional final exam consists of 75 MC questions & 1 essay, covers all learning goals of the semester, and you have 3 hours to complete it. **The Final Exam WILL NOT replace unexcused missed hour exam scores!**

Grading Disputes

If you think an assignment has been graded unfairly bring it to the attention of ib150-course@illinois.edu. **We will not address disputes more than two weeks after the assignment was returned.**

Course Grade Structure

Course Component	# of assign	Pts/ assign	Point total	Comments
Hour Exams	Exam 1 Exam 2 Exam 3	180 180 180	540	
Lectures				
Pre-lecture lessons (online)	25	5	125	
Attendance (iClicker scores)	25	5	125	
Homework assignments				
Getting to Know my Classmates	1	6	90	
Research Study consent form	1	6		
Weekly homework sets	13	6		
Discussions	12	10	120	Includes Prep Sheets (4 pts), & Class Participation (6 pts)
Extra credit opportunities:				
Study Skills Modules	7	1	7	
Course Surveys	3	5	15	
Weekly Q&A Forum	14	2	28	
COURSE TOTAL			1000	(+50 pts extra credit)

Final letter grades

Letter Grade	Percentage Range (rounded to nearest %)
A+	>100
A	93–99
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	73–76
C–	70–72
D+	67–69
D	63–66
D–	60–62
F	0–59

Academic Integrity

All students are responsible for reading the [University of Illinois Student Code](http://admin.illinois.edu/policy/code/article1_part4_1-402.html). Pay particular attention to http://admin.illinois.edu/policy/code/article1_part4_1-402.html concerning plagiarism and cheating.

- Plagiarism on course assignments results in a reduced grade for the assignment and a note in your student file. Plagiarism is the copying or leaning on sources without properly citing your source. To avoid a charge of plagiarism, all submissions need to be your own synthesis of information, demonstrating *your own* understanding, and any sources you used to obtain information must be properly attributed at the end of your submissions.
- If you are caught with two clickers, both you and the student whose clicker you brought into class will forfeit up to ALL iClicker points for the semester. Additionally, both will be charged with **cheating** and impersonation and both will receive a note of this academic violation in the student record.
- Copying or leaning on unauthorized student files or keys obtained from other students (downloaded from the web or sharing of physical copies) will be charged as **cheating** and the use of unauthorized materials rather than a charge of plagiarism and results in a score of zero on the assignment and a note of this academic violation in your student record.
- Uploading or sharing of physical answer sets or keys to assignments with other students will be charged as **facilitation of cheating** with a note in the student file and a **reduction in course grade by one letter grade**. An additional lawsuit for copyright infringement may be filed in court if applicable.
- Any form of cheating on hour exams will result in an **automatic score of zero on the hour exam and a note in the student file**, regardless of the extent to which a student cheated on the exam.
- Cheating on the final exam will result in an **automatic score of zero for the course and a note in your student file**.

If you have been found guilty of any academic violation on exams, you forfeit the resurrection policy.

Additional penalties may be imposed by the university, including dismissal from the university, depending on the presence of aggravating factors or if this was not your first infraction.

Tutoring Resources

IB 150 peer tutoring service

In addition to TA office hours, IB 150 offers one-on-one peer tutoring sessions that you can sign up for throughout every week, including weekends free of charge. Peer-tutoring sessions are hosted by students that took IB 150 in a past semester and excelled in the course. They can offer you tips, tricks, and insights into how to best study the material, review material, work through homework problems with you, or whatever else you would like to discuss with them.

OMSA tutoring service

The Office of Minority Student Affairs' (OMSA) Academic Services Center (ASC) offers free tutoring and academic services. Matched and drop-in tutoring along with Supplemental Instruction (SI), collaborative learning/study groups, and academic skills workshops are among the services featured in the OMSA ASC. OMSA's services are designed to help students achieve in college. The level of rigor at the University of Illinois is different than in high school or community college. No matter how you performed before attending Illinois, there is always room to examine and hone your study skills. To learn more about these services, visit:

<https://omsa.illinois.edu/programs/tutoring/>

or stop by the OMSA ASC located at 1103 West Oregon Street, Suite E, Urbana, IL 61801.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

This statement is approved by the University of Illinois Counseling Center

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services.

To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <https://dres.illinois.edu/>. Here is the link for information to apply for services at DRES, <https://dres.illinois.edu/information-before-you-apply/application-process/>.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the Request for Accommodation for Religious Observances form in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with almost any kind of emergency – like severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



Run

Leaving the area quickly is the best option if it is safe to do so.

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



Hide

When you can't or don't want to run, take shelter indoors.

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area if possible, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



Fight

As a last resort, you may need to fight to increase your chances of survival.

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of people with disabilities who may need additional assistance in emergency situations.

Other resources

- ▶ police.illinois.edu/safe for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
- ▶ emergency.illinois.edu to sign up for Illini-Alert text messages.
- ▶ **Follow the University of Illinois Police Department** on Twitter and Facebook to get regular updates about campus safety.