

Syllabus: full syllabus

Biology 10, Introduction to Principles of Biology Sections 2311, 2312 - Full Course Syllabus

Visit the Syllabus page in the Canvas course navigation to see syllabus sections with links.

Welcome!

Welcome to Biology 10! I am so excited to work with you this semester, and hopefully help you accomplish goals beyond this course. I hope that you are just as excited to get to know and work with each other.

We will be learning and growing as Biology students (myself included!) together this semester. We all have our own valuable talents, skills, experiences, and perspectives to bring to the table, and we all have things to learn from one another. I hope that you will all share these unique contributions with our class this semester.

No student is expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by your correct pronouns. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please talk with me. My goal is to help you access information and skills, and students are always teaching me how to do that better.

Course Description

Introductory course in biology including: scientific method, ecology, biodiversity, physiology and anatomy, chemistry of life, cell and molecular biology, genetics, and evolution.

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Explain the core concepts of biology (evolution and adaptation, structure and function, systems and biology, flow of information, flow of energy and matter) as they apply to appropriate topics of cell and molecular biology, organismal biology, genetics, evolution and ecology.
2. Integrate related core concepts.
3. Demonstrate skill in core competencies.

Objectives

During this course, student will:

1. Discuss relationship and connections between the five core concepts.
2. Evaluate how evidence for evolution relates to the scientific process and be able to construct an argument to counter common evolution misconceptions.
3. Apply the core concept of evolution and adaptation to all course content, cell and molecular biology, genetics, organismal, and ecology.
4. Integrate microevolutionary mechanisms with macroevolution.
5. Correlate the structure and function of plant and animal organ systems, organs, tissues and cells.
6. Compare and contrast the cell structure and function of prokaryotic and eukaryotic cells and of plant and animal cells.
7. Integrate concepts of diffusion and osmosis with cell membrane structure and mechanisms of transport.
8. Explain the relationships between the structure of atoms, molecules, and biological polymers, and their significance to cells, physiology, genetics, and evolution.
9. Integrate knowledge of molecular genetics, inheritance, and cell division (mitosis and meiosis), and apply these to evolutionary biology.
10. Apply understanding of negative feedback loops at the cellular and physiological level.
11. Integrate concepts of molecular, cellular, physiological, and ecological energy flow and nutrient cycling.
12. Apply knowledge of ecological principles to current ecological problems.
13. Integrate different levels of the biological hierarchy and examine emergent properties.
14. Test ideas with evidence, applying the scientific process to biological investigation including data analysis and interpretation.
15. Evaluate evidence as part of a scientific community.
16. Apply laboratory techniques, including proper microscope use, to observe and experiment with biological phenomena.

Class Meetings

Lectures will be mostly asynchronous (pre-recorded, watch when you can) with some exceptions.

Labs will be mostly in person with some exceptions.

See the tentative course schedule for details.

Instructor Contact

Riva Bruenn

Please call me Riva (pronounced REE-vah) and use she/her pronouns for me.

Office Hours

- Mondays and Wednesdays
 - 2-3pm

- PC 662 (my office) on weeks with lab, zoom on weeks without lab
- 1 additional zoom hour per week to be determined by a survey during week 1 of class
 - Find zoom links by clicking TechConnect Zoom in the course navigation
- Also available for 1 on 1 or group meetings by appointment - send me a Canvas message with a few days and times that work for you

I respond to Canvas Inbox message within 24 hours M-F, by Monday afternoon if sent between 5pm Friday and 5pm Sunday.

I prefer Canvas messages (I will see those first), but you may also email me at rbruenn@santarosa.edu

What are office hours for?

Office hours are a time when I will be available by zoom to help any and all students who stop in. You don't have to make an appointment. There may be other students in the session.

I LOVE having students come to office hours - you are never a bother, always a joy.

Ideas for things to discuss during office hours:

- get help answering a study question, or another content question you have
- go over a quiz after your first attempt to improve for the 2nd attempt
- go over an exam after your last attempt
- go over an assignment before you submit it, or discuss feedback on a graded assignment
- get help navigating Canvas
- get help finding an SRJC or community resource (like writing help, mental health care, food, equipment loans, etc.)
- make a priority list and schedule, and set course goals together
- chat and help me get to know you (great idea if you might ever want me to write a recommendation letter for you, which I love to do)
- get advice or ask for help connecting with helpful people for your future academic or professional career
- ask random biology questions I may or may not be able to help you with
- work on an assignment quietly by yourself and ask me questions when they come up as you work
- come with your study group and study, asking me questions when they come up

Course Web Site

Students will use this Canvas course web site for instructional content, assignment instructions, submitting assignments, viewing classmate's work, sharing resources, and viewing grades.

Instructor Announcements and Q and A Forum

I will post announcements on the "Announcements" page in Canvas throughout the semester. Canvas notifies students according to their preferred Notification Preferences as soon as the instructor creates an Announcement. Make sure to set up your notifications so you get one when I post an announcement.

There are also two discussion boards you can use to post questions. I encourage students to answer each other's questions, but if no one has answered, I will respond within 48 hours.

Textbooks

Concepts of Biology, OpenStax free online textbook

Find the chapters linked on each content page, and the full book here: <https://openstax.org/books/concepts-biology/pages/1-introduction>

You can also locate and order a paper copy of the textbook online via the SRJC Bookstore. Note that if you want to pick your books up in Petaluma, you need to order them from the Petaluma Bookstore website.

- OpenStax Concepts of Biology
- Fowler, Samantha and Roush, Rebecca and Wise, James
- ISBN for digital (free) version: ISBN-10: 1-947172-03-4
- ISBN for paperback (buy it if you want a paper copy) version: ISBN-13: 978-1-50669-653-9

Biology 10 Lab Manual, Petaluma Campus

- Arbor Crest Publishing, 2019
- **make sure to get the Petaluma version, not Santa Rosa**
- ISBN 9781086000733

Required Software

You will need the following software for this course.

- Adobe Reader
- Open Office

Grading Policy

Visit the “Grades” page in Canvas course navigation to keep track of your grades. I grade and post grades and comments on the online Canvas gradebook. I will return grades and/or feedback 1 week after the deadline for most assignments (2 weeks for written assignments and projects, 2 weeks after the unit close date for exam short answers). If work is submitted late I will have it graded within 2 weeks of the submission date.

I encourage you to keep a close eye on your grades and feedback. For most assignments you can resubmit with corrections to earn more points. Keep your goals in mind to decide when this is worth your time, and make a 1 on 1 appointment if you want help strategizing.

Grades will be assigned as follows:

A	90%	900 points or more
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A	90%	900 points or more
B	80%	800 to 899 points
C	70%	700 to 799 points
D	60%	600 to 699 points

If taking Pass/No Pass you need at least 700 points to pass the course.

Grades are transferred directly from Canvas into the final grade system, so what shows in Canvas is accurate.

You can use the What If? grade function in Canvas to set specific goals on assignments - it will show you how your grade will change given an assignment grade you enter.

Points will come from the following assignments and assessments:

Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
1 essay (outline 10pts, draft 5pts, peer review 10pts, final 25pts)	Summary of a current research news article and analysis of how it relates to class material	50	5
5 discussions (10pts each)	Initial post and reply to a classmate	50	5
12 labs (6pts each)	Lab activities usually completed during lab period, but occasionally some groups will need to finish for homework	72	7.2
2 case studies/reflection (9pts each)	Short reading, data analysis and questions	18	1.2
1 study guide	Submit the completed lecture exam study guide from either unit 1 OR unit 2	10	1
microscope quiz	multiple choice and short answer related to the microscope skills you will learn in lab	50	5
10 quizzes (15pts each)	Most weeks there will be a multiple choice quiz on lecture material	150	15

3 lecture exams (100pts each) optional: replace lowest score with cumulative final exam grade (optional 4th lecture exam)	Multiple choice and short answer related to lecture material	300	30
2 lab exams (100pts each)	Multiple choice and short answer related to lab material	200	20
3 scientist spotlights (10pts each)	350 word reflections on a scientist's life and/or research	30	3
3 self assessments (10pts each)	Surveys taken after each unit about your study strategies and their effectiveness. Also an opportunity to give course feedback.	30	3
3 success activities (10pts each)	1 activity per Unit from a list of activities that typically help students succeed in college courses	30	3
pre and post semester surveys (5pts each)	Surveys to help me (Riva) assess how I am doing on non-grade related metrics of student success and get to know students individually	10	187
totals:	----- -----	1000	100

See each assignment/assessment page for details.

The course outline of record is the required organization of this course for any instructors that teach it. The % of your grade that comes from each category is part of the course outline of record. The following table illustrates which assignments and assessments fit into each required category.

Course Outline Category	Assignments & Assessments	% of your grade from that category
Lab reports or essays	1 essay, 5 discussions	10
problem solving/homework and labs	12 labs, 2 case study/reflections, 1 study guide	10
skill demonstrations	microscope quiz	5
Exams lecture & lab	10 quizzes, 3 lecture exams (plus 1 optional cumulative exam), 2 lab exams	65
Other/participation	3 scientist spotlights, 3 self assessments, 3 activity reflections, surveys	10

Turning in assignments

In this course, all assignments will be submitted through Canvas. I will not accept assignments through email, because I grade anonymously using the Canvas grading system. Each assignment will have a due date (listed in the course schedule) and a close date (the Unit close date except for essay assignments and surveys). I will accept assignments for full credit up until the close date.

Some assignments will require file uploads. The acceptable file formats are: pdf, jpg, jpeg, tiff, png, doc, docx, xls. Never submit a .pages document, or a live document (like a google doc or google spreadsheet) - I cannot accept these, as I won't be able to view them through the Canvas grading tool.

Each assignment page will have directions and upload help links. Make sure to start your upload at least 30min before the close time (11:59pm). Submit a day in advance if you might need help from me.

Exams and quizzes

There will be online lecture exams and weekly quizzes taken as Canvas quizzes, as well as in-person lab exams. The material comes from the textbook, recorded and live zoom lectures, labs, and supplemental materials provided to you. If any exam is missed, a zero will be recorded as the score. It is your responsibility to take the online exams by the close date. I will not be able to arrange make up exams for missed lab exams, as they require lab space, lab specimens, and lab equipment but I will work with the Disability Resources Department to ensure any accommodations requirements are met.

Many students experience exam anxiety. Some strategies that have worked for other students:

- Go over your notes after each class (after lecture, after lab). Some students reorganize notes by making tables, charts, diagrams, and word banks or by color coding. Keep a well organized study guide.
- Write down questions you need help with and plan to come to office hours at least once a week to get help.
- Schedule time to study. Turn off all devices during this time. When your scheduled study time is over, move on to something else.
- Take your first quiz and first exam attempt early, treat it as a practice test.
- After your first quiz attempt, come to office hours to go over what you missed before taking the second attempt.

Late Policy

This course is set up so that you can learn from your mistakes by correcting work, and practice time management skills without fear of failure. You should plan on completing good work on time, but when your work does not meet the criteria, or when you fall behind, you will have the space to fix mistakes and catch up again.

All assignments are due **at 11:59pm PST** on the due date. There is no need to ask for an extension: I will accept late work including exams/quizzes taken through Canvas for full credit up until the unit closes (9/26 for unit 1, 10/31 for unit 2, 12/12 for unit 3) except for peer reviewed projects that rely on all students finishing drafts at the same time and some surveys (see assignments for details). To prevent any students from falling

too far behind and to help me manage my own time, after a unit closes, I will not accept, give feedback on, or grade late work.

If you are struggling to keep up with the course, I encourage you to make a 1 on 1 appointment. We will talk about your grade goals and together as a team we will make a priority list and schedule to help you readjust.

Pass-NoPass (P/NP)

You may take this class P/NP. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. With a grade of C or better, you will get P.

You must file for the P/NP option by 9/26. Once you decide to go for P/NP, you cannot change back to a letter grade. If you are taking this course as part of a certificate program, you can probably still take the class P/NP. Check with a counselor to be sure.

Accommodations

Students with disabilities who need or may need accommodations in this class are encouraged to contact Disability Resources (527-4278), disabilityinfo@santarosa.edu as soon as possible to better ensure such accommodations are implemented in a timely fashion. You will need to provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to receive accommodations.

I want you to have what you need to succeed, so if you may be eligible, please seek all accommodations you are entitled to even if you have not done so in previous classes.

Additional resources for success

- Student Success Team – student coaches
- Tutorial Centers
- Library resources - Librarians are available online. Go to "online chat" or "zoom appointments"
- Need A Laptop? Get a Laptop loan from SRJC
- Apply for Crisis Financial Assistance
- Online Student Services
- Basic Needs – Student Resource Center supports meeting student needs for food, housing, transportation, and much more

My tips for success

- Regularly check Canvas, especially the tentative course schedule, and plan at least a week ahead.
- Plan to spend 5-8 hours on this class outside of lecture and lab hours.
- Make a schedule for yourself with reachable, prioritized goals for each study/work period.
- Review lecture notes after each class (especially study guide questions and questions in the lecture videos)
- Review and prepare for each lab. Read labs ahead of time and answer some questions.
- If you miss a question on a quiz or activity, figure out why your answer was not correct, what the correct answer is, and why.
- Quizzes have 2 attempts and most assignments can be turned in as many times as you want before the close date - take advantage of this and fix your errors to earn more points. It's good for your grade and for

your learning!

- Use the student services.
- Pay close attention to your grades. Whenever you're feeling worried, schedule a 1 on 1 appointment with me to assess how you're doing and get tips on meeting your goals.
- If you have a question or are confused, *please speak up!* Other students are almost certainly confused too but may not want to ask.
 - ASK LOTS OF QUESTIONS during labs, office hours, and on discussion boards.
- Every class and every student is different – work with me to make this the most effective learning environment it can be by communicating your needs and giving me feedback.

Advice from Fall 2020 students to you, in their own words

- "doing lecture study guides instead because they are going to be more helpful on tests than the lab study guides even though they will take longer to complete."
- "answer all study questions! Watch videos on content pages--they helped tremendously!"
- "Listen to the labs very carefully and try to attend to all classes."
- "Don't be afraid to ask for help, Riva will do as much as she can to help you succeed in this class, you must be willing to work just as hard though. There will be no judgement, especially in such a hard time!"
- "Honestly, I would just say to stay consistent with your work and try and keep up. The assignments aren't very challenging if you know your material. It's a very straightforward class."
- "Make a schedule and stay on that schedule. Do the content pages, THEY REALLY HELP!!!!!"
- "Organization is the key to success. Trying to follow the due dates as much as you can. Unpredictable things can happen in our lives so make sure you are reading the material every week and finishing the assignments early as you can."
- "Even if there is no penalty for turning in late assignments, don't rely on that privilege. Follow and turn in every assignment by the posted due date unless it's absolutely necessary not to."
- "Make sure to ask questions! And go to office hours!"
- "Above all, the most important think to succeed in this class, answer all exam study guide and of course work hard nothing good comes easy."
- "Make sure they watch every video posted, visit Riva's office to ask questions which they don't understand, attend all zoom lectures, labs and exam review sessions."
- "Do the study guides at the end of each week and don't procrastinate on quizzes and labs!"
- "My advice would be to stay on top of the readings, and their related content pages. I personally think reading first, then watching the videos is more beneficial, but you (they) may feel differently :)"
- "Take advantage of the fact that you can retake the test. Take advantage of office hours and test review days. If something is confusing ASK about it because it will show up on a test. Take diligent notes when watching videos."
- "befriend your lab partners because finishing your lab work in a quiet and awkward atmosphere really makes you sweaty. It will be so much better if you and your partner are comfortable and can even laugh a little bit."
- "have fun. Enjoy having such an awesome biology teacher. Because I've been through many biology teachers before and personally I didn't connect with them on what they were teaching. I connected with the topics we were on and it was fun overall. I would also tell them to not stress about anything, and to always ask for help and be open."

- "Stay positive! Also be mindful of your time management, it is easy to slip behind in this current time of low motivation and being online."
- "never be afraid of asking questions -- Riva gets super excited about them and makes sure everyone is on the same page before moving on."

Important Dates

Day Class Begins: 8/16

Day Class Ends: 12/17

Last Day to Add without instructor's approval: 8/22

Last Day to Drop with a refund: 8/29

Last Day to Add with instructor's approval: 9/5

Last Day to Drop without a 'W' symbol: 9/5

First Census Day: 9/7

Last Day to Opt for Pass/No Pass: 9/26

Midterm progress indicators posted in student portals: 11/14

Last Day to Drop with a 'W' symbol: 11/14

Final Grade Rosters due: 12/31

No-show drop

If you do not sign into Canvas or if you do not attend the first two zoom or in-person meetings and I don't hear from you, I may drop you from the course to make space for waitlisted students. If you know you will miss sessions, communicate with me to avoid being dropped.

During the semester, if you do not sign into Canvas and miss 2 consecutive sessions and/or 5 assignments without contacting me, I may drop you from the course up until census day (when the college reports enrollments to the state).

I expect you to take responsibility for your own enrollment - if you plan to withdraw make sure you do so by the posted deadlines. Do not rely on me to drop you from the course.

Withdrawing and Excused Withdrawal (W and EW)

You might decide that this course doesn't fit into your life this semester. If you do, know that I am not judging you. I know that you have priorities outside of this class. Before you withdraw, I encourage you to check in with me 1 on 1 to see if we can work together to help you prioritize your time in the course to succeed. I also encourage you to meet with a counselor to make sure withdrawing is the best option, and to discuss whether you are eligible for an excused withdrawal.

- A regular withdrawal will show up as a W on your transcript and will count towards your number of attempts in the course.
- An excused withdrawal will show up as an EW on your transcript and will not count towards your number of attempts in the course.

Attendance

I expect you to attend all class sessions. That said, I am aware that students may have unavoidable conflicts and emergencies. If for some reason you cannot attend a class session, I expect you to contact me as far in advance as possible (or as soon after the absence as possible in unforeseen circumstances). We will work together as a team to get you caught up. To set your expectations accurately, in my experience catching up after missing a class requires more time and effort than coming to the class.

Live zoom meetings will not be recorded, but I will take notes that will be published within 2 days of the session.

You may be able to attend my other section's lab in a given week if you are able to plan ahead or contact me quickly to schedule this (but this may not be possible due to COVID precautions).

Strategies for avoiding falling behind in the case of absences:

Strategies to use ahead of time:

- work ahead of schedule to protect yourself from unforeseen events
- exchange contact information with lab group members so you have someone to go to for notes and help on what you missed

Strategies to use after you miss a session:

- come to office hours after the missed session to ask questions and get an overview of what you missed
- read the posted notes
- post in the course Q & A boards for help with things you missed or help finding resources you need to catch up
- schedule a 1 on 1 meeting to think through your priorities and make a list and schedule for catching back up

Class goals and values

In our first class session we will brainstorm and agree together on a shared list of class goals and values (for students and for the instructor). Once that list is complete, we can revisit it any time this semester as needed/wanted by any of us.

I will link that document here once it is complete.

Zoom best practices

We will be using live zoom sessions for some lecture sessions. I recognize that by signing into zoom, we are all essentially inviting each other into our homes. This requires respect and trust.

We are also taking steps to connect in ways that will make our class more effective.

- You will never be required to share your video for this class, but I encourage you to do so especially during small group work in breakout rooms. Seeing each others faces helps us communicate more easily and effectively, and humanizes our online learning environment.
- Respect each other's privacy. Think carefully about impact before making any comments about anyone's background environment or choice to share or not share video.
- Feel free to move around your own home as you wish (bathroom breaks, snacks, stretching, etc.) no need to ask permission.
- Keep your microphone muted when you are not speaking to prevent background noise (I may mute everyone if background noise is becoming a problem).
- Make sure the name that shows is what you'd like to be called.
- If you are comfortable, please add your pronouns to your name (ex. she/her, he/him, they/them, ze/zir). This normalizes pronoun sharing and ensures that we all refer to each other properly.
- Contribute to our full class and small group (in zoom breakout rooms) discussions. We will all be depending on one another to make this work online!
- If you have a pet animal/plant/sourdough starter/rock/other pet and you are comfortable with sharing, I encourage you to show the class your pet - people love this and pets make them happy :)

I challenge you to present your own creative, original work

I trust you and believe that no student sets out to plagiarize (copy) the work of others. This can happen due to unbearable stress, mistake, or confusion about what counts as plagiarism.

Plagiarism is not just submitting someone else's paper as your own. It's taking sentences, even several-word phrases directly from another source or sources without proper attribution. You are a creative, intelligent, capable person and you can communicate in your own original way with your own words. If you're not doing original work, all the assigned work is really just busywork and is not a useful learning tool. Copy/paste is not worth your valuable time.

I encourage students to share information and ideas, but not their work. All work for this class must be original (in your own words) and completed individually unless otherwise specified in the assignment details. Quotes, even if properly attributed, are not permitted in any assignment unless otherwise specified in the assignment details. No credit will be earned for plagiarized assignments, quizzes, or exams.

My best advice for avoiding plagiarism is to always take notes in your own words, and never look at the original source while doing your work. If you're ever confused about whether you're writing in your own words or not, come to office hours or the writing center. We'd all love to help you!

To learn more, including specific examples, see the links in the Canvas syllabus section titled "conduct."

SRJC Standards of Conduct

Students who register in SRJC classes are required to abide by the SRJC Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class or from the College. See the Student Code of Conduct page.

Netiquette, or Why Is It Harder to Be Polite Online?

Netiquette refers to using common courtesy in online communication.

In our first week of classes we will come up with shared classroom goals and values. In the meantime, please use these guidelines:

- Forward emails and other private messages only with a writer's permission.
- Be considerate of others' feelings and use language carefully.
- Cite all quotations, references, and sources (otherwise, it is plagiarism).
- Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons like :) for a smiley face to let others know you are being humorous.
- To ensure that others can understand you, use complete sentences to compose posts. Review work before submitting it.
 - Abbreviations, such as "ur" for "your" or "ru" for "are you" etc., is confusing for many people, so please use full words.
 - If you don't understand what someone else has said, try asking for clarification.
 - If you notice wording that is confusing in an assignment or from me (the instructor), ask for clarification so I can fix it for everyone.
- Focus on impact first, not intent. If something you communicate has a negative impact (hurts someone for example), try to understand the impact and change your behavior first, before communicating what your intent was.

Tentative Course Schedule

Tentative course schedule

Readings, topics, and due dates for the semester. If this schedule needs to change, I will send a course announcement.

- Labs and lab exams due on your lab day
- Lecture exams are due on the lecture day
- All other assignments due on Sundays
- All assignments are open until the unit close date unless noted in *italics* (surveys and essays)

Tentative schedule

Week (dates)	Live Zoom Sessions	lecture topics MW 9-10:30am <i>Pre-recorded unless in bold</i>	lab topic 11am-2pm M for section 2311 W for section 2312 <i>In person unless in bold</i>	things due (date due) <i>late work accepted until unit close date unless noted in italics</i>	reading	SRJC events
1 (8/15-8/21)	M 8/16 9-10:30am OR W 8/18 9-10:30am	science and the scientific method, exploring the elements	1: Biological Concepts	<ul style="list-style-type: none"> • Pre semester survey (8/22) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> • Discussion: biology introductions (8/22) 	ch. 1.1, 1.2, 2.1. UCMF Understanding Science	first day of classes 8/16
2 (8/22-8/28)		water properties and pH, Biological polymers	2: Water	<ul style="list-style-type: none"> • Quiz 1 (8/29) 	ch. 2.2, 2.3	last day to add without code (8/22)
3 (8/29-9/4)		cell diversity, energy and membrane transport	3: Enzymes	<ul style="list-style-type: none"> • Discussion: water (9/5) • Quiz 2 (9/5) 	ch. 3.1-3.6, 4.1	last day to drop with refund (8/29)
4 (9/5-9/11)		cellular respiration	section 2311: no class M Section 2312: asynchronous case study	<ul style="list-style-type: none"> • for section 2312: case study (9/8) • scientist spotlight 1 (9/12) 	ch. 4.2-4.5	<ul style="list-style-type: none"> • last day to add with code or drop without "w" (9/5) • labor day (NO CLASSES on 9/6) • census day (9/7)
5 (9/12-9/18)	M 9/13 9-10:30am OR W 9/15 9-10:30am	photosynthesis, review session	Case study	<ul style="list-style-type: none"> • case study (2311: 9/13, 2312: 9/15) • Quiz 3 (9/19) • lecture exam study guide unit 1 (9/19) <ul style="list-style-type: none"> ◦ alternative: submit unit 2 	ch. 5.1-5.3	Constitution and citizenship day - classes meet as usual (9/17)
6 (9/19-9/25)		Unit 1 lecture exam, protein synthesis	4: The microscope and cells	<ul style="list-style-type: none"> • unit 1 lecture exam (9/20) • activity 1 reflection (9/26) • last day to turn in Unit 1 work (9/26) 	ch. 9.1-9.4	none
7 (9/26-10/2)	M 9/27 9-10:10am	mitosis, library workshop	5: mitosis	<ul style="list-style-type: none"> • Quiz 4 (10/3) • Scientist spotlight 2 (10/3) • essay outline (10/3) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> 	ch. 6.1-6.4	last day to declare pass/no pass (9/26)
8 (10/3-10/9)		meiosis, genetics	6: meiosis	<ul style="list-style-type: none"> • Quiz 5 (10/10) • self assessment 1 (10/10) 	ch. 7.1-7.3, 8.1-8.3	none
9 (10/10-10/16)		gene regulation and biotechnology, microevolution	Lab exam 1	<ul style="list-style-type: none"> • Lab exam 1 (2311: 10/11, 2312: 10/13) • Quiz 6 (10/17) • essay draft (10/17) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> 	ch. 9.5, 10.1-10.3, 11.1-11.2. UCMF Understanding Evolution	none
10 (10/17-10/23)	M 10/18 9-10:30am OR W 10/20 9-10:30am	macroevolution, review session	7: Genetics	<ul style="list-style-type: none"> • Quiz 7 (10/24) • Discussion: misconceptions about evolution and genetics (10/24) • essay peer reviews (10/24) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> 	ch. 11.3-11.5, 12.1, 12.2	none
11 (10/24-10/30)		Unit 2 lecture exam, prokaryotes and protists	8: Evolution and natural selection	<ul style="list-style-type: none"> • unit 2 lecture exam (10/25) • lecture OR lab study guide unit 2 (10/31) <ul style="list-style-type: none"> ◦ only if you didn't submit a unit 1 study guide • activity 2 reflection (10/31) • last day to turn in Unit 2 work (10/31) 	ch. 13.1-13.3	none
12 (10/31-11/6)		fungi, plants	9: Protist and pond water	<ul style="list-style-type: none"> • essay final version (11/7) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> • Quiz 8 (11/7) 	ch. 13.4, 14.1-14.4	none
13 (11/7-11/13)		animal diversity	section 2311: LandPaths Herbalist Workshop Section 2312: no class W	<ul style="list-style-type: none"> • for section 2312: workshop reflection (11/8) • self assessment 2 (11/14) • microscope quiz (11/14) 	ch. 15.1-15.6	<ul style="list-style-type: none"> • professional development day NO CLASSES (11/10) • veterans day NO CLASSES (11/11)
14 (11/14-11/20)		homeostasis and the digestive system, the circulatory and respiratory systems	10: Fungi Kingdom	<ul style="list-style-type: none"> • Discussion: learning strategies (11/21) • Quiz 9 (11/21) 	ch. 16.1-16.3	last day to drop with a "w" (11/14)
15 (11/21-11/27)		the immune system, small scale ecology	11: Plant Kingdom	<ul style="list-style-type: none"> • scientist spotlight 3 (11/28) • Discussion: social implications (11/28) 	ch. 17.1-17.4, 19.1-19.4	<ul style="list-style-type: none"> • Professional development day NO CLASSES (11/26) • Thanksgiving holiday NO CLASSES (11/25-11/28)
16 (11/28-12/4)		large scale ecology, conservation and biodiversity	12: Animal Kingdom	<ul style="list-style-type: none"> • Quiz 10 (12/5) 	ch. 20.1-20.4, 21.1-21.3	none
17 (12/5-12/11)	M 12/6 9-10:30am OR W 12/8 9-10:30am	review session , Unit 3 lecture exam	Lab exam 2	<ul style="list-style-type: none"> • Unit 3 lecture exam (12/8) • Lab exam 2 (2311: 12/6, 2312: 12/8) • activity 3 reflection (12/12) • last day to turn in unit 3 work (12/12) 	none	none
18 (12/12-12/18)	finals week no classes	finals week no classes	finals week no classes	<ul style="list-style-type: none"> • self assessment 3 (12/15) • cumulative final exam (12/15) • post semester survey (12/17) • teaching evaluation (12/17) • last day to turn in any course work (12/17) 	none	12/11-12/18 finals week no classes Final grades posted by 12/31