

Biology 10, Introduction to Principles of Biology Sections 8876, 8877 - 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 and to learn more about the natural world.

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.

In this classroom, you have the right to determine your own identity. You have the right to be called by your correct name, and for that name to be pronounced correctly. You have the right to be referred to by your correct pronouns. If the name or pronouns you go by need to be changed, you can do that at any point in your education. You are your own person, and you are not expected to or believed to speak for a whole group just because they may share some identity with you.

If you find that there are aspects of course instruction, subject matter, or classroom environment that are 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 take place Mondays and Wednesdays 9-10:30am in PC 657

Labs will take place on Mondays (section 8876) or Wednesdays (section 8877) in PC 313

Instructor Contact

Riva Bruenn

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

Office Hours

- Weekly office hours will be determined based on a student availability survey.
- 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 a graded exam
- 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.)
- get help figuring out what to focus on to catch up, 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.

- Q and A about course and assignment details
- Q and A about course content

Textbooks

Concepts of Biology, OpenStax free online textbook

You can find our textbook for free online 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

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:

Letter grade percents and points		
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 10pts, peer review 10pts, final 25pts)	Summary of a current research news article and analysis of how it relates to class material	55	5.5
3 discussions (15pts each)	Canvas discussion including initial post and reply to a classmate	45	4.5
12 labs (6pts each)	Lab activities usually completed during lab period, but occasionally some groups will need to finish for homework	72	7.2
3 case studies (6pts each)	Short reading, data analysis and questions. We will begin in class, to finish for homework.	18	1.8
note taking (5pts each)	Sign up to be a note taker for 2 lectures over the semester, take a picture of or otherwise share notes for the class (notes don't have to be perfect!)	10	1
microscope quiz	Multiple choice, short answer and demonstration related to the microscope skills you will learn in lab, will take place during lab	50	5
10 quizzes (15pts each)	Most weeks there will be an open note multiple choice quiz on lecture material taken through Canvas	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 including drawing related to lecture material. Will take place during lecture	300	30
3 lab exams (50pts, 50pts, 100pts)	Multiple choice and short answer related to lab material. Will take place during lab	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
2 success activities (10pts each)	1 activity per Unit for units 1 and 2 from a list of activities that typically help students succeed in college courses	20	2
Exit and entrance tickets (1pt each, up to 10)	Short activity to hand in at the start or end of some lectures. There will be between 15 and 20 chances to turn in tickets.	10	1
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	1
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.

Assignments in each COR category

Course Outline Category	Assignments & Assessments	% of your grade from that category
Lab reports or essays	1 essay, 3 discussions	10
problem solving/homework and labs	12 labs, 3 case studies, note taking	10
skill demonstrations	microscope quiz	5
Exams lecture & lab	10 quizzes, 3 lecture exams (plus 1 optional cumulative exam), 3 lab exams	65
Other/participation	3 scientist spotlights, 3 self assessments, 2 success activities, 10 exit/entrance tickets, 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 weekly quizzes taken as Canvas quizzes, as well as in-person lecture and lab exams. The material comes from the textbook, lectures, labs, and supplemental materials provided to you. 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. A makeup lecture exam may be possible, but only in the event of unforeseen emergencies. This policy is to protect my time, as proctoring an exam takes hours away from my other work, which is difficult for me to do without advance notice and planning.

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 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 quizzes taken through Canvas for full credit up until the unit closes except for the assignments related to the essay, which rely on all students finishing drafts at the same time, and some surveys whose results I need to use immediately. To prevent any students from falling too far behind and to help me manage my own grading and preparation time, after a unit closes I will not accept, give feedback on, or grade work from that unit.

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.

Extra Credit

Each student is assigned as note taker for 2 lectures in the semester. Students may sign up to be a note taker for 1 additional lecture, to earn +5 extra credit. These points will be added to the lowest exam score (lecture or lab).

Occasionally, a unique opportunity or event occurs which is directly related to our class material. If this happens, I will consider providing extra credit for attendance/participation at this event, but only if the date and time make it accessible to everyone (and/or a recording or other alternative is available). I do not wish to penalize students with non-flexible schedules (ex. care giving, jobs, and other responsibilities).

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 earn a P.

You must file for the P/NP option by 2/27. 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
- Tutorial Centers
- Library resources - Librarians are available online. Go to "online chat" or "zoom appointments." Libraries are open in person this semester (check website for hours)
- Need A Laptop or other equipment? Borrow from SRJC Library
- Apply for Crisis Financial Assistance
- 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 as well 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 2021 students to you, in their own words

On the 3rd lecture exam I always ask students to give advice to the next semester's students. This is what Fall 2021 students had to say to you, in their unedited words.

- "This class will be way more work than you will think it is, and that is a good thing. Just come in mentally prepared that this is a lot you will have to do to keep up. The lab and homework alone give you more than enough to study from, but this class isn't more than 3 credits for nothing. Use the whole time for each section to get the work done, but don't leave it until the last minute of course. I would also suggest study groups from people in the class, and even people from a different lab day."
- "I would 100% suggest to take advantage of Rivas office hours. She is always happy to help and loves explaining whatever you don't understand. Go over all answers you got wrong on the quizzes with her and do the study guides. It may seem like a lot but it does pay off in the end. I did not consider myself as being good at science because I have to put in a lot of work and effort to learn the material but with Rivas help I was able to get the grade I wanted. As long as you stay consistent and motivated throughout the semester, you can for sure pass this class."
- "I would suggest keeping Riva's little tricks to remember things in mind (or other ones you learned before). They're very helpful. And of course, don't be afraid to ask random questions."
- "Study as soon as you can, don't leave things for last minute."
- "Complete the quizzes to understand the material"
- "Memorize vocabulary"
- "Keep up with the modules and study guides. The study guide is a useful tool but it can become challenging if you get behind."

- "She's an awesome teacher. Don't be afraid to ask questions get help or go to Office hours. She's a super nerd and doing all of that will get you extra brownie points:) Even though things don't have hard to date, turn them in on time or you will get super behind."
- "ask about what is due and when its due! some things I wasn't sure needed to be turned in. always ask for help don't be shy"
- "Stay on top of everything, don't wait for the close date to rush and get through things. Follow the weekly overview in the beginning of the week. Take advantage of how helpful Riva is, most teachers aren't like Riva."
- "Take advantage of how many resources are on the content pages. Watch every video and take notes on the bigger topics. Utilize both attempts you have on quizzes. AND ASK FOR HELP IF YOU NEED IT!"
- "It is very simple to get an A: first do the work, don't skip any assignments. Second, everything you need to know is on the content pages, so watch those and take notes and you can get As on the quizzes and exams. Third, pay attention during the labs and do the lab study guides after everyone so you are prepared for the lab exams. The lab exams are the hardest part of the class."
- "If anyone is intimidated by the topics we learn, the last unit is easier to understand or at least in my opinion."
- "It is a great class. They will love it."
- "While open notes [on quizzes] are extremely nice (and do take advantage of them), do try to remember the information rather than completely relying on open notes, it'll make the exams much easier."
- "Take notes during all the labs. Even if you think you know the information already."
- "Taking notes on an electronic document so that things can be easily added or changed. Also, the study guides really help!"
- "show up, get all your work done on time so you don't fall behind it tends to get overwhelming when you are catching up with the work load. If you ever get stuck or confused on stuff talk to Riva she is there to help and is very patient on trying to help you understand. Go to offices hours that's what they are there for. Just breathe you will get through it!"
- "I would say definitely don't be afraid to ask for help. It really helps in the long run and Riva is very welcoming and encourages to ask questions and for help!"
- "do the study guides even if you have already done one"
- "Make sure to get all your work done, best to not fall behind because it well get a little overwhelming. If you get stuck on understanding something, come to office hours, I found it to be very helpful!"

Important Dates

Day Class Begins: 1/19

Last Day to Add without instructor's approval: 1/25

Last Day to Drop with a refund: 1/30

Last Day to Add with instructor's approval: 2/6

Last Day to Drop without a 'W' symbol: 2/6

First Census Day: 2/7

Last Day to Opt for Pass/No Pass: 2/27

Midterm progress indicators posted in student portals: 3/28-4/24

Last Day to Drop with a 'W' symbol: 4/24

Day Of Last Class Session: 5/18

Day of Cumulative Final Exam: 5/25

Final Grade Rosters due: 6/3

No-show drop

If you do not sign into Canvas or if you do not attend the first two class 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.

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 to avoid 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 with my help 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.

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 (each student submits their own unique work) 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 on Plagiarism in Syllabus: 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 for discussions and communications through Canvas:

- 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

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)	lecture topics M/W 9-10:30am room: PC 657	lab topic 11am-2pm M for section 8876 W for section 8877 room: PC 313	things due (date due) <i>late work accepted until unit close date unless noted in italics</i>	reading	SRJC events
1 (1/16-1/22)	W: science and the scientific method M: exploring the elements	W only: Open Lab	Pre semester survey (1/23) <i>no late work accepted</i> Discussion: biology introductions (1/23)	ch. 1.1, 1.2, UCMP Understanding Science	1/17: MLK day (campus closed, NO CLASSES) 1/18: Professional development day (NO CLASSES)
2 (1/23-1/29)	W: water properties and pH M: biological polymers	1: Biological Concepts	Quiz 1 (1/30)	ch. 2.1, 2.2	1/25: last day to add without add code
3 (1/30-2/5)	W: cell diversity M: energy and membrane transport	2: Water	Quiz 2 (2/6)	ch. 2.3, 3.1-3.4	1/30: last day to drop with refund 2/6: last day to add with code, last day to drop without W
4 (2/6-2/12)	W: cellular respiration M: photosynthesis	3: Enzymes	scientist spotlight 1 (2/13)	ch. 3.5-3.6, 4.1-4.5	2/7: first census day 2/17: professional development day (NO CLASSES)
5 (2/13-2/19)	W: Review session, case study	Lab exam 1	Quiz 3 (2/20)	ch. 5.1-5.3	2/18: Lincoln's day (NO CLASSES)
6 (2/20-2/26)	W: unit 1 lecture exam M: protein synthesis	W only: Open lab	success activity 1 (2/27) case study 1 (2/27) last day to turn in Unit 1 work (2/27)	none	2/21: Washington's day (NO CLASSES)
7 (2/27-3/5)	W: library workshop M: mitosis W: meiosis	4: The microscope and cells	Scientist spotlight 2 3/6 essay outline (3/6) <i>no late work accepted</i> Quiz 4 (3/13) self assessment 1 (3/13) <i>no late work accepted</i> Discussion: learning strategies (3/13)	ch. 9.1-9.4	2/27: Last day to opt for pass/no pass
8 (3/6-3/12)	M: genetics W: gene regulation and biotechnology	5: mitosis, microscope quiz	Quiz 5 (3/20) essay draft (3/20) <i>no late work accepted</i>	ch. 6.1-6.4, 7.1-7.3	none
9 (3/13-3/19)	none	6: meiosis	none	ch. 8.1-8.3, 9.5, 10.1-10.3	
10 (3/20-3/26)	M: microevolution W: macroevolution	none	Quiz 6 (4/3) Discussion: misconceptions (4/3) essay peer reviews (4/3) <i>no late work accepted</i>	UCMP Understanding Evolution, ch. 11.1-11.5, 12.1, 12.2	3/21-3/27: Spring Break! (NO CLASSES)
11 (3/27-4/2)	M: review session, case study W: Unit 2 lecture exam	Lab exam 2	success activity 2 (4/10) case study 2 (4/10) last day to turn in Unit 2 work (4/10)	none	3/28-4/24: midterm progress indicators available
12 (4/3-4/9)	M: prokaryotes and protists W: fungi	7: Genetics	essay final version (4/17) <i>no late work accepted</i> Quiz 7 (4/17)	ch. 13.1-13.4	3/28-4/24: midterm progress indicators available
13 (4/10-4/16)	M: plants W: animal diversity	8: Evolution and natural selection	for section 2311: workshop reflection (11/8) self assessment 2 (4/24) <i>no late work accepted</i> Quiz 8 (4/24)	ch. 14.1-14.4, 15.1-15.6	3/28-4/24: midterm progress indicators available
14 (4/17-4/23)	M: homeostasis and the digestive system W: the circulatory and respiratory systems	9: Protist and pond water	Discussion: learning strategies (11/21) Quiz 9 (5/1)	ch. 16.1-16.3	4/24: last day to drop with W
15 (4/24-4/30)	M: the immune system W: small scale ecology	10: Fungi Kingdom	scientist spotlight 3 (5/8) Discussion: social implications (11/28)	ch. 17.1-17.4, 19.1-19.4	none
16 (5/1-5/7)	M: large scale ecology W: conservation and biodiversity	11: Plant Kingdom	Quiz 10 (5/15)	ch. 20.1-20.4, 21.1-21.3	
17 (5/8-5/14)	M: review session, case study W: unit 3 lecture exam	12: Animal Kingdom	success activity 3 (5/22) case study 3 (5/22) last day to turn in unit 3 work (5/22)	none	
18 (5/15-5/21)	W: cumulative final exam 7am-9:45am 5/25	none	self assessment 3 (5/25) post semester survey (5/25) teaching evaluation (5/25) last day to turn in any course work (5/25)	none	5/21-5/27: final exams 5/28: commencement
19 (5/22-5/28)					