

# **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 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**

Both sections have lecture together on Mondays and Wednesdays 9-10:30am in PC 657

Each section takes lab separately. Labs will take place on Mondays for section 2311 and on Wednesdays for section 2312 in PC 313

## **Instructor Contact**

### **Riva Bruenn**

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

### **Student Hours (also called Office Hours)**

- These are walk-in hours to speak with and help students, no appointment necessary.
  - Student hours will be scheduled by survey the first week of classes.
  - The first week, office hours will be after lecture in the lab room (PC 313) and after lab in the welcome center (500 building)
- Also available for 1 on 1 or group meetings by appointment before lectures in the morning. Send me a Canvas message at least 24hrs in advance if you'd like to meet before class time.

I respond to Canvas Inbox message within 24 work hours (work hours are 9-5 M-F)

I prefer Canvas messages (I will see those first), but you may also email me at [rbruenn@santarosa.edu](mailto:rbruenn@santarosa.edu) I will respond to emails within 48 working hours.

## **What are student hours/office hours for?**

Student hours are a time when I will be available 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 student hours - you are never a bother, always a joy.

Ideas for things to discuss during student 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 grade late work, exams, and discussions within 2 weeks of submission. I will grade all other assignments within 1 week of submission.

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 for before lecture or come to office hours if you want my help strategizing. Student success coaches and tutors can also help with this.

### Grades will be earned as follows:

Points and % needed to earn each letter grade		
<b>A</b>	<b>90%</b>	<b>900 points or more</b>
<b>B</b>	80%	<b>800 to 899 points</b>
<b>C</b>	70%	<b>700 to 799 points</b>
<b>D</b>	60%	<b>600 to 699 points</b>

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. There will be no rounding.

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. Here is a link to learn about this tool: [What If Grades in Canvas](#)

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.

See the course outline of record for more information: [Bio 10 COR](#)

Course Outline Grade Categories

Course Outline Category	Assignments & Assessments	How graded	% of your grade from that category
Writing	Discussions	for correct and complete answers	10
problem solving	Labs, case studies	case studies and some labs for complete answers, some labs for correct and complete answers	10
skill demonstrations	Microscope quiz	for correct and complete answers	5
Exams	Quizzes, Lecture exams, Lab exams	for correct and complete answers	65
Other	Self assessments, success activity and scientist spotlight reflections, science career profile, exit and entrance tickets, surveys, strategies discussion	for complete answers	10

**Points will come from the following assignments and assessments:**

Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
7 content discussions, 2 dropped (20pts each)	Canvas discussion including initial post and reply to a classmate	100	10
12 labs, 2 dropped (8pts each)	Lab activities usually completed during lab period, but occasionally some groups will need to finish for homework	80	8
2 case studies (10pts each)	Short reading, data analysis and questions. We will begin in class, to finish for homework.	20	2

### Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
microscope skill demonstration	Demonstration of the microscope skills you learned in lab, will take place during lab. If your grade is unsatisfactory there is 1 redo with different questions.	50	5
10 quizzes (15pts each)	Every week or two there will be an open note multiple choice quiz on lecture material taken through Canvas. You will have 2 attempts.	150	15
3 lecture exams (100pts each) optional cumulative final exam: replaces lowest lecture exam score if higher	Multiple choice and written answer including drawing related to lecture material. Will take place during lecture and final exam time slot.	300	30
3 lab exams (50pts, 50pts, 100pts)	Short written answer related to lab material. Will take place during lab.	200	20
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
Success activity reflection <i>Can be redone during Unit 3 if not done, or points lost.</i>	350+ word reflection on 1 activity completed from a list of activities that help students succeed in college courses	10	1
Scientist spotlight reflection <i>Can be redone during Unit 3 if not done, or points lost.</i>	350+ word reflection on a scientist using chosen resources from a provided list	10	1
Science career research profile	Research and profile of a science career you are interested in.	10	1
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. Students must be in class at the time of ticket collection to earn points.	10	1
pre and post semester surveys (10pts 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	20	2
Strategies discussion	Canvas discussion including initial post and reply to a classmate to share learning strategies. Will be done halfway through the semester.	10	1
totals:	-----	1000	100

See each assignment/assessment page for details.

## Note takers and class glossary

Each student will be assigned as a note taker for 2 lectures over the semester. I will scan your notes after class (preferred) or you can take a picture and/or send me a digital file through Canvas inbox (notes don't have to be perfect!)

*Those with note taker accommodations will define class glossary words instead.*

Each set of notes or glossary definitions will count as one entrance/exit ticket.

## Turning in assignments

In this course, all written assignments will be submitted through the appropriate Canvas assignment page with the exception of case studies, entrance and exit tickets, and written exams which will all be collected on paper in person. I will not accept assignments through email or Canvas message, because I grade anonymously using the Canvas grading tool. Each assignment will have a due date (listed in [the course schedule](#)) and a close date (the Unit close date except for 2 discussions, surveys and self assessments). 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 link to 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.

## Exams and quizzes

There will be online semi-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. A makeup lecture or lab exam may be possible, but only in the event of documented unforeseen emergencies, must take place within 1 week of the scheduled exam, and is dependent on my availability. 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. Makeup lab exams will use photographs of lab exam setups, which is a disadvantage as students cannot interact with the lab materials. Our lab space and materials are limited and cannot be used outside of our scheduled lab time. I will work with the Disability Resources Department to ensure any accommodations requirements are met.

I will not be passing back exams, but you are free to look at them (no notes or pictures) during student hours, before lecture or lab, or during lecture breaks. I will have them with me for the next 2 weeks after the exam takes place. During this time I will fix any grading mistakes you catch. After 2 weeks you are welcome to look at the exams if you ask me in advance to take it with me to lecture, lab or student hours, but I will not be changing any grades. I will keep the exam papers up until the end of the first week of the following semester, after which I will shred the exams.

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

- Go over your notes after each class (after lecture, after lab). Many high-scoring students reorganize their notes each week 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, a study group, and/or tutoring 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. Learning takes practice and failure the first time is normal. We do not decide whether a driver deserves a license based on their first driving lesson, and your final grade should likewise not be determined by your first quiz score. 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.

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 surveys and 2 discussions 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 for a morning before lecture, or come to office hours. We will talk about your grade goals and together as a team we will make a priority list and schedule to help you readjust. The student success coaches and tutors can also help with this.

## No Extra Credit

I will not be offering any extra credit. I do not wish to penalize students with non-flexible schedules (ex. care giving, jobs, and other responsibilities) or further privilege students who have more time and resources to complete extra credit assignments. Instead of doing additional extra assignments for extra credit, in this course you can concentrate on correcting and resubmitting existing assignments.

## Pass-No Pass (P/NP)

You may take this class P/NP. You must decide before the deadline, and add the option online in your student portal or file the P/NP form with Admissions and Records. With a grade of C or better (700 points or more), you will earn a P.

You must file for the P/NP option by 12/15. 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](mailto: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." Libraries are open in person this semester (check website for hours)
- Need a Laptop or other equipment? Borrow from SRJC Library (look on the right side of the library's webpage)
- Need financial help? <https://financialaid.santarosa.edu/explore-types-aid>
- Basic Needs – Student Resource Center supports meeting student needs for food, housing, transportation, and much more

## Advice from Spring 2023 students to you, in their own words

On the last self assessment I asked students to give advice to the next semester's students. This is what Spring 2023 students had to say to you, in their unedited words.

- Try to complete as much as you can in lab but be sure you fully understand it as well.
- Showing up to lecture and lab is important you could miss out on a lot if you miss a day.
- Take good notes that are easy for you to understand.
- Take lots of notes, It may seem like a lot, but the notes you take will be extremely helpful when studying, and color code them to make them easy to read. Don't give up either the class is really fun, so don't give up if it seems scary and hard.
- Use the study guides and don't miss class!!
- Put in the time to see results.
- I felt motivated to do all the assignments and learned so much in her class.
- Study hard for lab exams! Cover all material went over in the lab!
- Go to office hours. Don't be afraid to ask for help. Have fun.
- My advice would be attend all labs and make sure to do the study guides.
- Whatever you do do not slack, the moment you start setting things aside in this class you will make it into a habit and can be hard to pick it back up.
- Trust yourself and the process
- Be prepared and do all of your assignments on time, because they are very helpful with bumping grades up.
  
- My advice to students taking this course is to take your time on quizzes!!! They are challenging and time consuming but they are a perfect way to understand the material. For each question I found it

helpful to write them down and make notes on the side based on the content pages which helped me understand my options and do a process of elimination (watch those videos, trust me).

- Attempt to do quizzes the week they are assigned as the material is fresh in your head. Also, begin to do the lecture study guide as you do the quizzes each week so you don't need to review everything weeks before the exams. Take photos in labs and make sure you understand everything although your partners were the ones who completed that specific section. Fill out the lab study guide each week as you learn the material.
- Make sure to really understand the concepts provided on the study guides, know them well enough to be able to teach someone who has never taken the class about what you have learned.
- Riva's course is very well-made, but there are several things you should take note of. Sometimes there isn't enough time in lecture to completely cover a topic. If this happens, you should view and study the resources on that subject's content page to make up for the missed time. Make sure to fill out the study guides, and don't forget to attend office hours-- they are incredibly helpful, and Riva always does her best to ensure that students understand the concepts that they are learning.
- Don't procrastinate studying for exams.
- Complete the study guide as you move through the unit, not at the end.
- doing the quizzes on time so you don't get caught behind is highly recommended.
- Make time for procrastinating.
- Use the study guides and try to get them done as soon as possible so you can just review them when time gets closer to exam dates.
- That I the advise I have for students taking Bio 10 with Riva is to do the study guide because they really help out when study for the exams. Also don't wait last minutes to do the study guide because they take a while to do.
- My advice is start the study guides as you go it will help with the work load.
- Make a schedule for yourself on which days you will do what readings for the content page.
- Don't fall behind! Although you have until the end of each Unit to complete them, there is a lot to learn and do, it's not as time-consuming when you really get to it but you won't absorb the material as well if you're behind and rushing through assignments.
- my second piece of advice would be to stay ahead of the content the week prior to lecture. You should do the weeks content before Monday lecture or you'll be confused. On that note, try not to get behind in this course, it will make everything much harder because we move quickly through big concepts that build upon each other. You need to understand one before moving on to the next and everything is interconnected.
- Make sure to stay on track. There are a lot of things that need to be fit into the semester and falling behind on one subject can lead to falling behind in everything else. As long as you stay on top of each subject you'll do just fine!
- My advice was to give yourself a lot of time to do your assignments and work for this class because you won't think you will need to but you will end up spending a lot of time doing work
- Work on the study guide each week it will help you to keep things fresh in your mind so you can do well on the exams.
- Get out of your comfort zone! it's easier to learn together!
- Listen to Riva. Have fun in class! I find that it is so much better to learn with people and through personal mistakes.
- Don't be scared to start a study group. It was extremely helpful to have classmates to study with, discuss topics and find even more study material outside of what Riva provides that helped with the course. Have fun! Don't stress out too much. The lecture and labs are a blast when you're participating more and everyone pitches in. There are no dumb questions. I learned more from the random ideas from other classmates and being able to get clarity on what I was stuck on

- Get to know your classmates, even if it feels weird or scary because you're an introvert. If you wait until the end of the semester you'll realize how simple it is to make connections and support one another, but class will be over.
- Make connections with your classmates, it helps to know we're all the same boat.
- Riva is the bomb dot com so enjoy having her as your instructor (go to office hours, reach out to her, show her some love)!
- Riva is amazing. Besides being an excellent professor she is a person that cares so much about you and will do everything that she can to lift you up.
- Out of all of the available resources (and there's a ton!), find what works best for you and be easy on yourself. You don't need to use every single resource.
- my biggest piece of advice is to find whatever study tools work best for you personally, and it may not be what works for someone else. There are many different resources available in this course to use, try them all and find what works for your individual learning style and needs.
- Get familiar with your resources early so you know where to go when you need help. By getting familiar early, you reduce the potential stress when you need to get help.
- Use as many resources as you can such as the videos and textbook. Use quizzes to help study and prepare for the exam.
- Watch the content videos.
- I would advise using the study guides to their full advantage as they do help cover some of the material on exams.
- If you are struggling in the class definitely recommend going to Riva's office hours she is really helpful.
- Go to office hours and open lab, Riva and Danielle are amazing! Best of luck and you got this!!!
- Watch the Amoeba Sisters
- You can learn more from the content pages than in lectures.
- I also recommend reorganizing notes while also looking at the posted slides just in case there is content that isn't on the study guides.
- Take advantage of the study guides they help a lot and are very useful
- Lastly go to Riva's office hours because they are really helpful when you need help when you don't get something or need help completing certain assignments.
- Go to office hours and never be afraid to ask for help.
- Use the office hours! Riva is so helpful and you'll probably learn more than you expected from other students' questions.
- Go to Riva's office hours, I wish I had went.
- Riva's videos on the content pages and study guides are going to make a huge difference for you, watch them and do them!
- Use ALL the tools Riva gives you. There is no way you can not come out of this class getting what you want if you use all the resources she provides you.
- Some advice I would give to students taking Biology with Riva is to complete the study guides on time to be prepared for the exams. I would also recommend going to her office hours, especially if you are feeling confused or have a question on either an assignment or on the quizzes she will be there to help you!
- My advice is redundant to what's there: study guides!

## My tips for success

SRJC estimates that students will spend 5-8 hours outside of class time per week for a 4 credit course like Bio 10. This page is some general advice about how to spend this time depending on what your grade goal is. The advice is based on what students

report they are doing for the course, and what grades they earn. You'll need to try different things and learn what works best for YOU, because every person is unique. You may need to spend more or less time than your peers to earn the same grade.

• How to prepare	If you're aiming for an A	If you're aiming for a B	If you're aiming to pass
<b>Before each week starts</b>	<ul style="list-style-type: none"> <li>-Check the course schedule to see what's coming up in the next 2 weeks</li> <li>-Schedule time for reading, studying, and assignments due.</li> </ul>	<ul style="list-style-type: none"> <li>-Check the course schedule to see what's coming up in the next week.</li> <li>-Schedule time for assignments due.</li> </ul>	<ul style="list-style-type: none"> <li>-Check the course schedule to see what's due at the end of the week</li> </ul>
<b>Before each lecture</b>	<ul style="list-style-type: none"> <li>-Print or write out the study questions with room to write answers</li> <li>-Watch the videos or do the reading on that lecture's content page. Take notes on vocabulary and key concepts while you read or watch.</li> </ul>	<ul style="list-style-type: none"> <li>-Read the study questions</li> <li>-Watch the videos or do the reading on that lecture's content page</li> </ul>	<ul style="list-style-type: none"> <li>-Read the study questions</li> <li>-Read the 1-page chapter summary for that lecture's reading</li> </ul>
<b>Before each lab</b>	<ul style="list-style-type: none"> <li>-Print or write out the study questions with room to write answers.</li> <li>-Read the lab, take notes on vocabulary and key concepts or experiments</li> <li>-Identify which lecture notes will be helpful for the lab and bring them with you to lab.</li> </ul>	<ul style="list-style-type: none"> <li>-Read the study questions</li> <li>-Read the lab</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the title of the lab</li> <li>-Read the titles of all the exercises in the lab</li> </ul>
<b>After each week ends</b>	<ul style="list-style-type: none"> <li>-Complete all assignments on time</li> <li>-Check the assignment checklist and the module for that week to make sure you've completed all assignments</li> <li>-Answer the study questions for lecture and lab</li> <li>-Reorganize your notes (ex. Color-coding, charts/tables, outlines, flashcards)</li> <li>-Attend tutoring, office hours, and/or a study group to go over your study guide questions, first quiz attempts, and/or any confusing topics.</li> <li>-Take a few minutes each day to review vocabulary (flashcards are great for this)</li> </ul>	<ul style="list-style-type: none"> <li>-Complete all assignments on time.</li> <li>-Check the assignment checklist and the module for that week to make sure you've completed all assignments.</li> <li>-Answer as many of the study questions as you can on your own</li> <li>-Attend tutoring, office hours, and/or a study group for help on study questions you're struggling with, and to go over 1<sup>st</sup> quiz attempts</li> </ul>	<ul style="list-style-type: none"> <li>-Complete as many assignments as possible. Prioritize either the easiest/fastest assignments or those worth the most points</li> <li>-Attend office hours, tutoring, and/or a study group to work on assignments. Ask questions when you get stuck. (this is more time efficient than working alone without help)</li> </ul>
<b>General practices</b>	<ul style="list-style-type: none"> <li>-Ask questions in class, take every chance you get to practice answering questions and applying your knowledge in and out of class.</li> <li>-Form a support network for the class</li> <li>-Put everything into your own short, easy to understand words</li> <li>-Attend every class session</li> </ul>	<ul style="list-style-type: none"> <li>-Write down everything you can in your notes especially memorable examples or analogies that make sense to you</li> <li>-Get notes and help from classmates if you miss class, makeup labs</li> </ul>	<ul style="list-style-type: none"> <li>-Turn in <i>something</i> for every assignment, even if it's late. Finished is better than perfect! Some points are always better than none.</li> <li>-Read posted notes for classes you miss</li> </ul>

## **Important Dates**

Day Class Begins: Mon 8/14

Last Day to Add without instructor's approval: Sun 8/20

Last Day to Drop with a refund: Sun 8/27

Last Day to Add with instructor's approval and add code: Sun 9/3

Last Day to Drop without a 'W' symbol: Sun 9/3

Census day: Tues 9/5

Midterm progress indicators posted in student portals: Mon 10/16 - Sun 11/12

Last Day to Drop with a 'W' symbol: Sun 11/12

Last Day to Opt for Pass/No Pass: Fri 12/15

Day Of Last Class Session: Wed 12/6

Day of Cumulative Final Exam: Wed 12/13

## **No-show drop**

If you do not sign into Canvas by the end of the first week or if you do not attend the first two class meetings and I don't hear from you about your absence, 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 miss 2 consecutive lectures or 5 assignment deadlines without contacting me about your absence or un-submitted work, I may drop you from the course up until census day (when the college reports enrollments to the state). After that date I will not drop you from the course (you are responsible for your own enrollment).

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, but you can ask me for help and advice.

## **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, mental and physical health issues, and emergencies. If for some reason you cannot attend a regular class session, you do not need to explain why you missed class but I do expect you to contact me as far in advance as possible (or as soon after the absence as possible in unforeseen circumstances) to get help catching up. You are still responsible for any work or material missed, but I am happy to help you! 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 space constraints).

A makeup lecture or lab exam may be possible, but only in the event of documented unforeseen emergencies, must take place within 1 week of the scheduled exam, and is dependent on my availability. 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. Makeup lab exams will use photographs of lab exam setups, which is a disadvantage as students cannot interact with the lab materials. Our lab space and materials are limited and cannot be used outside of our scheduled lab time. I will work with the Disability Resources Department to ensure any accommodations requirements are met.

### **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. This document can be found in the week 1 module.

# **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!

## **Artificial intelligence (AI) language models like ChatGPT**

AI models can be very helpful when making outlines or organizing writing, especially for non-native English writers, and people with limited experience writing. Similar to how Wikipedia can be a reasonable place to START your research - to find useful sources that are more reputable, ChatGPT and other models can be a reasonable place for you to get ideas and outline your own writing.

All that said - your final product for any assignment in this class needs to be your own original work - this means your ideas, words, and phrasing must be your own. In addition, you are responsible for verifying and citing information used in AI generated text.

You will not earn credit for work that is AI generated.

## **Known issues with ChatGPT and other AI models**

When students have used AI language generators for my course I have noticed the following issues:

- multiple students turning in assignments with identical wording and phrases
- incorrect information and misuse of vocabulary words
- failure to adequately address the prompt/question/other requirements for the assignment
- large sections of text that do not relate to the prompt/question/assignment requirements

## **Substantial similarity in student work**

If multiple students submit work that is substantially the same (for example identical assignments, long identical phrases, identical paragraph and idea structure with wording changed), I will notify the students. I will initially split the earned points between the students who submitted the work. If the students initiate a

meeting with one another or myself to resolve the issue and/or any student(s) come to me to acknowledge fault I will assign the earned points to the original author. If the assignment is still open, any of the students may redo the assignment and resubmit it for a new grade.

Without student(s) coming forward to take responsibility, it is not typically possible for me to determine which student created the work (even if one student submitted it first). For example, the work might come from a 3rd party or AI language generated text which was copied by all involved students. The students may have worked together to create the work. One student may have copied the work from the other's notebook or digital device before it was submitted.

To protect yourself, do not share your work with other students. You are very welcome and encouraged to help one another, but not by sharing completed assignments. Submit your own original work rather than relying on other sources or AI generated text.

## **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.

### **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.

## **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*

Tentative schedule

Week (dates)	lecture topics  M/W for both sections  9-10:30am  room: PC 657	lab topic  11am-2pm  M for section 2311  W for section 2312  room: PC 313	things due (date due)  late work accepted through Canvas until unit close date unless noted in <i>italics</i>	reading	SRJC events
1 (8/13-8/19)	M: Class norms, key concepts  W: exploring the elements	M: 1: Biological Concepts  W: 1: Biological Concepts	<ul style="list-style-type: none"> <li>• Surveys and introduction post from getting started module (8/20) <ul style="list-style-type: none"> <li>◦ <i>no late work accepted</i></li> </ul> </li> </ul>	ch. 1.1, 1.2, 2.1 UCMP Understanding Science	
2 (8/20-8/26)	M: water properties and pH  W: biological polymers	M: 2: Water  W: 2: Water	<ul style="list-style-type: none"> <li>• Quiz 1 (8/27)</li> <li>• Discussion 1: water properties (8/27)</li> </ul>	ch. 2.2, 2.3	Sun 8/20 last day to add without add code
3 (8/27-9/2)	M: cell diversity  W: energy and membrane transport	M: 3: Enzymes  W: 3: Enzymes	<ul style="list-style-type: none"> <li>• Quiz 2 (9/3)</li> <li>• Discussion 2: Organelles and cells (9/3)</li> </ul>	ch. 3.1-3.6	Sun 8/27: last day to drop with refund
4 (9/3-9/9)	M: <b>NO CLASS (labor day)</b>  W: cellular respiration, introduce case study 1	M: <b>NO CLASS</b>  W: case study 1, open to both sections	<ul style="list-style-type: none"> <li>• Success activity (9/10)</li> <li>• Photosynthesis and cellular respiration case study (9/11) - <i>on paper</i></li> </ul>	ch. 4.1-4.5	Sun 9/3: last day to add with code, last day to drop without W  Fri 9/8: Open lab in PC 313 to prepare for lab exam 1. 10am-3pm
5 (9/10-9/16)	M: photosynthesis  W: Review session	M: Lab exam 1  W: Lab exam 1	<ul style="list-style-type: none"> <li>• Quiz 3 (9/17)</li> <li>• <b>last day to turn in Unit 1 work (9/17)</b></li> </ul>	ch. 5.1-5.3	

Tentative schedule

<p><b>Week (dates)</b></p>	<p><b>lecture topics</b>  M/W for both sections  <b>9-10:30am</b>  <b>room: PC 657</b></p>	<p><b>lab topic</b>  <b>11am-2pm</b>  M for section 2311  W for section 2312  <b>room: PC 313</b></p>	<p><b>things due (date due)</b>  late work accepted through Canvas until unit close date unless noted in <i>italics</i></p>	<p><b>reading</b></p>	<p><b>SRJC events</b></p>
<p>6 (9/17-9/23)</p>	<p>M: unit 1 lecture exam  W: protein synthesis</p>	<p>M: 4: The microscope and cells  W: 4: The microscope and cells</p>	<p>none</p>	<p>ch. 9.1-9.4</p>	<p>Fri 9/22: Native American Heritage Day no classes</p>
<p>7 (9/24-9/30)</p>	<p>M: mitosis  W: meiosis</p>	<p>M: 5: mitosis, microscope skill demo  W: 5: mitosis, microscope skill demo</p>	<ul style="list-style-type: none"> <li>• Self assessment 1 (10/1) <ul style="list-style-type: none"> <li>◦ <i>no late work accepted</i></li> </ul> </li> <li>• Quiz 4 (10/1)</li> </ul>	<p>ch. 6.1-6.4, 7.1-7.3</p>	
<p>8 (10/1-10/7)</p>	<p>M: genetics  W: gene regulation</p>	<p>M: 6: meiosis  W: 6: meiosis</p>	<ul style="list-style-type: none"> <li>• Quiz 5 (10/8)</li> <li>• learning strategies discussion (10/8) <ul style="list-style-type: none"> <li>◦ <i>no late work accepted</i></li> </ul> </li> </ul>	<p>ch. 8.1-8.3, 9.5</p>	<p>Fri 10/6: Open lab in PC 313 to prepare for lab exam 1. 10am-3pm</p>
<p>9 (10/8-10/14)</p>	<p>M: biotechnology  W: microevolution</p>	<p>M: Lab exam 2  W: Lab exam 2</p>	<ul style="list-style-type: none"> <li>• Discussion 3: mutations, proteins, and evolution (10/15)</li> <li>• Scientist spotlight (10/15)</li> </ul>	<p>UCMP Understanding Evolution, ch. 10.1-10.3 11.1-11.2</p>	
<p>10 (10/15-10/21)</p>	<p>M: macroevolution  W: review session</p>	<p>M: 7: Genetics  W: 7: Genetics</p>	<ul style="list-style-type: none"> <li>• Quiz 6 (10/22)</li> <li>• <b>last day to turn in Unit 2 work (10/22)</b></li> </ul>	<p>UCMP Understanding Evolution, ch. 11.4-11.5, 12.1-12.2</p>	

Tentative schedule

<b>Week (dates)</b>	<b>lecture topics</b>  <b>M/W for both sections</b>  <b>9-10:30am</b>  <b>room: PC 657</b>	<b>lab topic</b>  <b>11am-2pm</b>  <b>M for section 2311</b>  <b>W for section 2312</b>  <b>room: PC 313</b>	<b>things due (date due)</b>  <b>late work accepted through Canvas until unit close date unless noted in <i>italics</i></b>	<b>reading</b>	<b>SRJC events</b>
11 (10/22-10/28)	M: Unit 2 lecture exam  W: prokaryotes and protists	M: 8: Evolution and natural selection  W: 8: Evolution and natural selection	<ul style="list-style-type: none"> <li>• Discussion 4: misconceptions about evolution (10/29)</li> </ul>	ch. 13.1-13.3	
12 (10/29-11/4)	M: fungi  W: plants	M: 9: Protists and pond water, microscope skill demo re-take  W: 9: Protists and pond water, microscope quiz re-take	<ul style="list-style-type: none"> <li>• Quiz 7 (11/5)</li> <li>• self assessment 2 (11/5)                             <ul style="list-style-type: none"> <li>◦ <i>no late work accepted</i></li> </ul> </li> </ul>	ch. 13.4, 14.1-14.4	
13 (11/5-11/11)	M: animal diversity  W: the circulatory and respiratory systems	M: 10: Fungi Kingdom  W: 10: Fungi Kingdom	<ul style="list-style-type: none"> <li>• Quiz 8 (11/12)</li> <li>• Discussion 5: Surface area: volume (11/12)</li> </ul>	ch. 15.1-15.6, 16.3	Fri 11/10: Veteran's day no classes
14 (11/12-11/18)	M: the immune system  W: small scale ecology	M: 11: Plant Kingdom  W: 11: Plant Kingdom	<ul style="list-style-type: none"> <li>• Quiz 9 (11/19)</li> <li>• Discussion 6: COVID, vaccines, and variants (11/19)</li> </ul>	ch. 17.1-17.4, 19.1-19.4	Sun 11/12: last day to drop with W
15 (11/19-11/25)	M: large scale ecology  W: review session	M: Case study 2  W: Case study 2	<ul style="list-style-type: none"> <li>• Science career research (11/26)</li> </ul>	ch. 20.1-20.4	: En 11/23-Sun 11/26: Fall break, no classes

Tentative schedule

Week (dates)	lecture topics  M/W for both sections  9-10:30am  room: PC 657	lab topic  11am-2pm  M for section 2311  W for section 2312  room: PC 313	things due (date due)  late work accepted through Canvas until unit close date unless noted in <i>italics</i>	reading	SRJC events
16 (11/26-12/2)	M: Lecture exam 3  W: climate change evidence and impacts	M: 12: Animal Kingdom  W: 12: Animal Kingdom	<ul style="list-style-type: none"> <li>Discussion 7: Climate change impacts and solutions (12/3)</li> </ul>	ch. 21.1-21.3	Fri 12/1: Open lab in PC 313 to prepare for lab exam 1. 10am-3pm
17 (12/3-12/9)	M: ecological solutions  W: Biology 10 Championship Games	M: Lab exam 3  W: Lab exam 3	<ul style="list-style-type: none"> <li>Quiz 10 (12/10)</li> <li><b>last day to turn in unit 3 work (12/10)</b></li> </ul>	Project Drawdown solutions	
18 (12/10-12/16)	W: cumulative final exam 7am-9:45am 12/13	none	<ul style="list-style-type: none"> <li>self assessment 3 (12/13) <ul style="list-style-type: none"> <li><i>no late work accepted</i></li> </ul> </li> <li>post semester survey (12/13) <ul style="list-style-type: none"> <li><i>no late work accepted</i></li> </ul> </li> </ul>	none	<p>No class events (including office hours) except for the final exam this week.</p> <p>Fri 12/15: last day to declare pass/no pass</p> <p>Final grades due from instructors on 12/29</p>

You can look up the Fall 2023 final exam schedule for all your courses, by start day/time. Search for "SRJC Fall 2023 final exam schedule"