

Biology 10, Introduction to Principles of Biology

Sections 6338, 7638 - 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 12:30pm-2pm in PC 657

Each section takes lab separately. Labs will take place on Mondays for section 6338 and on Wednesdays for section 7638. Labs take place 2:30pm-5:30pm 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.
 - Mondays 11am-12pm in the 500 building
 - Mondays 12pm-12:30pm in my office (PC 662)
 - Wednesdays 11am-12pm in the tutorial center in the library
 - Wednesdays 12pm-12:30pm in my office (PC 662)
- Also available for short 1 on 1 or group meetings by appointment between lecture and lab. Send me a Canvas message at least 24hrs in advance if you'd like to meet during this 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 I will respond to emails within 48 work 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		
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. 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](#)

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
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	350+ word reflection on 1 activity completed from a list of activities	10	1

<i>Can be redone during Unit 3 if not done, or points lost.</i>	that help students succeed in college courses		
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 15 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.

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.

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	10

		answers, some labs for correct and complete answers	
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

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 with a student success coach, or come to my student/office hours. Either way, you will talk about your grade goals and you will make a priority list and schedule to help you readjust.

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 5/24. 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." 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

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.

Tips for Success

How to prepare	If you're aiming for an A	If you're aiming for a B	If you're aiming to pass
Before each	-Check the course schedule to see what's coming up in the next 2 weeks	-Check the course schedule to see what's	-Check the course schedule to see what's

week starts	-Schedule time for reading, studying, and assignments due.	coming up in the next week. -Schedule time for assignments due.	due at the end of the week
Before each lecture	-Print or write out the study questions with room to write answers -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.	-Read the study questions -Watch the videos or do the reading on that lecture's content page	-Read the study questions -Read the 1-page chapter summary for that lecture's reading
Before each lab	-Print or write out the study questions with room to write answers. -Read the lab, take notes on vocabulary and key concepts or experiments -Identify which lecture notes will be helpful for the lab and bring them with you to lab.	-Read the study questions -Read the lab	-Look at the title of the lab -Read the titles of all the exercises in the lab
After each week ends	-Complete all assignments on time -Check the assignment checklist and the module for that week to make sure you've completed all assignments -Answer the study questions for lecture and lab -Reorganize your notes (ex. Color-coding, charts/tables, outlines, flashcards) -Attend tutoring, office hours, and/or a study group to go over your study guide questions, first quiz attempts, and/or any confusing topics. -Take a few minutes each day to review vocabulary (flashcards are great for this)	-Complete all assignments on time. -Check the assignment checklist and the module for that week to make sure you've completed all assignments. -Answer as many of the study questions as you can on your own -Attend tutoring, office hours, and/or a study group for help on study questions you're struggling with, and to go over 1 st quiz attempts	-Complete as many assignments as possible. Prioritize either the easiest/fastest assignments or those worth the most points -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)
General practices	-Ask questions in class, take every chance you get to practice answering questions and applying your knowledge in and out of class. -Form a support network for the class	-Write down everything you can in your notes especially memorable examples or analogies that make sense to you	-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.

	-Put everything into your own short, easy to understand words -Attend every class session	-Get notes and help from classmates if you miss class, makeup labs	-Read posted notes for classes you miss
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Advice from Fall 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 Fall 2023 students had to say to you, in their unedited words.

General advice

- Do all your work, study hard and ask questions.
- Do not give up. You might feel like you are drowning at first, but it's just because you need to figure out your way of learning.
- Don't overstudy but do figure out how you best learn. I used study guides, videos the open-stax summaries and wrote notes sometimes reorganizing. Good luck! You got this!
- Definitely study, have fun, ask questions and try your best.
- Riva wants you to succeed in this class, so the things she provides help with that and you will succeed in this class. So use the study guides, do the quizzes and redo the discussions if you need to.
- always eat food before lab, working on an empty stomach for three hours sucks
- DO THE SURVEYS. This is how Riva can best help you by knowing your needs and preferences for stuff like the lab groups and stuff! That stuff can really play a big part in your learning and success.
- Take advantage of the resources on campus, I regret not doing it sooner.
- Please seek out help if you need it. I understand people are parents, have jobs, take care of others, etc., but it is so important to reach out because it will benefit in the end!
- If you're looking for terms, the Book is the easiest way to get them.
- WATCH THE VIDEOS RIVA POSTS.
- Pay attention to lectures, watch the posted videos, take the time to study for the exams, and most importantly ask questions.
- Start as strong as you can, but even then, climb up and don't look down! (as its easy to get disoriented and fixated on what's below.)
- Do the study guides & take good notes. You will use everything.

Preparing for quizzes and exams

- My advice is to answer the study guides and to complete the labs because they really helped me to cement the things we were learning.
- do the study guides, they help!
- Do the study guides through out the unit! Don't save it for last minute.
- print out every study guide for lecture and lab exams and fill them out completely, study guides really help narrow down what you need to know and help you figure out what you might not know or are behind on
- My advice it to do the study guide and make sure you fully understand a topic before trying to move on, especially when studying.
- Always answer the study questions, they pertain directly to the exams
- ANSWER EVERY STUDY GUIDE QUESTION AND STUDY YOUR ANSWERS.

- if you think you may need disability resources, USE THEM
- go to all three open labs
- watch ALL of Riva's videos on the content pages!!!! If you're only going to take one piece of advice....this is the one!!
- Every week I would review all slides posted and take notes. I watched all videos posted and took notes. I wrote everything down I could. This proved to work for open note quizzes, guaranteed it was mentioned in a video or on a slide that was posted. There are no tricks, it was all either written on the board during lecture, or at least mentioned. All material is mentioned somewhere on a slide or in a video. I paused videos often to write down what was being dictated, in Riva's exact words, not mine. It helps to understand the jargon of the class and language of quizzes and tests.
- The videos on the content pages are very helpful.
- To study and complete the study guides for each exam. Go to office hours when you don't understand something.
- use the links on the quiz pages to have notes and videos available during quizzes
- complete practice exams and go to office hours that day to review with Riva and other students
- To study A LOT and in advance! Ask for help even for the smallest things. Try not to miss on labs or lectures because they are very important.
- Take good notes and use the study guides and practice exams to study. Use your resources!
- Study for the exams and make sure to make up any work you missed!
- To next semester's students, I recommend strongly doing the lab and lecture study guides because they cover many concepts that require some critical thinking. Although they are long, it was really helpful and was an opportunity to become more informative in concepts of biology. Being consistent there is incredibly important because many topics are being covered at once, and missing them would create a large problem for completing quizzes and the study guide well. Also, always being welcome to asking Riva questions! She is super nice and will always be able to explain a simplified version to help anyone out!
- Study study study

Handling deadlines

- do work before the due date don't do it the day its due mainly if their discussions.
- Manage your time in this class wisely because it can catch up to you if you fall behind.
- Go through the modules week by week, carefully. Do not get behind! There is so much content in this course, you will hate life if you get a week behind and have to catch up.
- My advice is to try and find a way to make a schedule and rhythm to go through at least some of the resources that Riva provides you. You have more than enough to be successful in this class if you put in 65% of the effort.
- I suggest starting off the week by planning out what days you want to study for and how long. It'll help keep you organized and on track to prepare for exams. Exams can be difficult but become easier as you get into a better habit of knowing what you need to work on. Finally, I would suggest using all the resources that you can. The JC has amazing staff and departments that make you succeed.
- Having every assignment due at the end of the unit is very helpful and allows you to do the work at your own pace without being overwhelmed. But don't take advantage of it and allow the work to build up.

What to do during class

- Don't be afraid to ask for help and study with other classmates. It's not as hard as it seems if you put in the work and effort. It's harder for some students than others but you can do it!
- find a student that you connect with, get their number, and communicate with them

- Get engaged with every class and assignment/ activity, those are all very helpful.
- Take lots of notes and never compare your success to others.
- Ask questions it helps so much and she never makes you feel bad for asking them.
- be nice and respectful to Riva and the class, pay attention, no side conversations
- make sure to show up for exam review lectures (these are so helpful and this is where you get the practice exam)
- ask questions and participate in class
- take color-coded notes (if you have highlighters use them!!!!)
- attend every lecture and lab
- Take notes consistently and finish the study guides.
- Have fun in class!! Riva makes science super fun, so play with the world and learn lots.
- ask lots of questions! there is truly no such thing as a dumb question, and I can nearly guarantee that if you're thinking the question, there's probably someone else in the class who is also thinking it but maybe feeling too shy to ask. Be the one to ask! You could be someone's hero.
- Don't let the fear of being judged stop you from asking questions. Raise your hand and ask them, because who cares what other people think.
- Take thorough notes and color code things that Riva emphasizes in class.
- take good notes and stay actively focused and not just focused.
- I would suggest taking your time with the content. The lectures are a lot of information in a short amount of time, go home and reorganize your notes. I loved making flashcards by hand too. GET MULTI COLOR PENS

Interacting with me (Riva)

- I think that if you can talk to Riva, ask her questions, and ask for help, she will try her hardest to make sure you feel even just a little bit better about any problems.
- I just ask them to consult Riva more often during office hours and engage in group discussions because they really help
- go to office hours
- Go to office hours as often as you can.
- go to office hours! They're super fun and a fantastic tool to use to go over assignments and labs. Super chill, low pressure time that's a good opportunity to get detailed about your learning.
- Riva provides a no-judgment zone, she is there to not just teach but to also help you understand the material, there is no such thing as a stupid question in her classes. Be more out there. Ask questions, It makes the class more fun. If you feel shy asking questions in class, use Canvas to message Riva.
- Go to office hours, it helps so much.

Important Dates

Day Class Begins: Tues 1/16

Last Day to Add without instructor's approval: Tues 1/23

Last Day to Drop with a refund: Sun 1/28

Last Day to Add with instructor's approval and add code: Sun 2/4

Last Day to Drop without a 'W' symbol: Sun 2/4

Census day: Mon 2/5

Midterm progress indicators posted in student portals: Mon 3/25 - Sun 4/21

Last Day to Drop with a 'W' symbol: Sun 4/21

Last Day to Opt for Pass/No Pass: Fri 5/24

Day Of Last Class Session: Wed 5/15

Day of Cumulative Final Exam: Wed 5/22

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 (not close dates, due dates) 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.

Here is a link for scheduling a counseling meeting: [Meet with a counselor](#)

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
- use the course schedule to make a list and schedule time in your own calendar 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!

To learn more, including specific examples, see these links on Plagiarism:

- [Plagiarism: How to avoid it \(video\)](#)
- [U of Wisconsin's article on how to avoid plagiarism](#)
- [SRJC's policy on Academic Integrity](#)

Artificial intelligence (AI) language models like ChatGPT

AI models can be very helpful when making outlines or organizing writing, especially for non-fluent 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. 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.

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, entrance and exit tickets, and case studies are due on the assigned 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 12:30pm-2pm room: PC 657	lab topic 2:30pm-5:30pm M for section 6338 W for section 7638 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 (1/14-1/20)	M: no lecture W: Class norms, key concepts	M: no lab W: Optional Lab Orientation: open to both sections	<ul style="list-style-type: none"> Surveys and introduction post from getting started module (1/21) <ul style="list-style-type: none"> <i>no late work accepted</i> 	ch. 1.1, 1.2 UCMP Understanding Science	Mon 1/15 MLK day (no classes, campus closed)
2 (1/21-1/27)	M: exploring the elements W: water properties and pH	M: 1: Biological Concepts W: 1: Biological Concepts	<ul style="list-style-type: none"> Quiz 1 (1/28) 	ch. 2.1-2.2	Tues 1/23 last day to add without add code
3 (1/28-2/3)	M: biological polymers W: cell diversity	M: 2: Water W: 2: Water	<ul style="list-style-type: none"> Quiz 2 (9/3) Discussion 1: water properties (2/4) 	ch. 2.3, 3.1-3.3	Sun 1/28: last day to drop with refund
4 (2/4-2/10)	M: energy and membrane transport W: cellular respiration	M: 3: Enzymes W: 3: Enzymes	<ul style="list-style-type: none"> Discussion 2: Organelles and cells (2/11) 	ch. 3.4-3.6, 4.1-4.5	Sun 2/4: last day to add with code, last day to drop without W Fri 2/9: Open lab to prepare for lab exam. PC 313 12pm-5pm
5 (2/11-2/17)	M: photosynthesis W: Review session	M: Lab exam 1 W: Lab exam 1	<ul style="list-style-type: none"> Quiz 3 (2/18) last day to turn in Unit 1 work (2/18) 	ch. 5.1-5.3	Thurs 2/15: Professional development day (no classes, campus closed) Fri 2/16: Lincoln's day (no classes, campus closed)

6 (2/18-2/24)	M: no lecture W: unit 1 lecture exam	M: No lab W: case study 1, open to both sections	<ul style="list-style-type: none"> Success activity (2/25) 	none	Mon 2/19: Washington's day (no classes, campus closed)
7 (2/25-3/2)	M: protein synthesis W: mitosis	M: 4: The microscope and cells W: 4: The microscope and cells	<ul style="list-style-type: none"> Case study 1 (2/26) - <i>on paper</i> Self assessment 1 (3/3) <ul style="list-style-type: none"> <i>no late work accepted</i> Quiz 4 (3/3) 	ch. 9.1-9.4, 6.1-6.4	
8 (3/3-3/9)	M: meiosis W: genetics	M: 5: mitosis, microscope skill demo W: 5: mitosis, microscope skill demo	<ul style="list-style-type: none"> Quiz 5 (3/10) learning strategies discussion (3/10) <ul style="list-style-type: none"> <i>no late work accepted</i> 	ch. 7.1-7.3, 8.1-8.3	
9 (3/10-3/16)	M: gene regulation and biotechnology W: microevolution	M: 6: meiosis W: 6: meiosis	<ul style="list-style-type: none"> Discussion 3: mutations, proteins, and evolution (3/17) Scientist spotlight (3/17) 	UCMP Understanding Evolution, ch. 9.5, 10.1, 10.2, 11.1-11.2	Fri 3/15: Open lab to prepare for lab exam. PC 313 12pm-5pm
(3/17-3.23)	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	Mon 3/18-Sat 3/23 spring break (no class events - campus closed)
10 (3/24-3/30)	M: macroevolution W: review session	M: Lab exam 2 W: Lab exam 2	<ul style="list-style-type: none"> Quiz 6 (3/31) last day to turn in Unit 2 work (3/31) 	UCMP Understanding Evolution, ch. 11.3-11.5, 12.1-12.2	Mon 3/25: first day midterm progress indicators can be posted
11 (3/31-4/6)	M: no lecture W: Unit 2 lecture exam	M: No lab W: 7: Genetics	<ul style="list-style-type: none"> Discussion 4: misconceptions about evolution (4/7) 	none	Mon 4/1: Cesar Chavez and Dolores Huerta day (no classes, campus closed)

12 (4/7-4/13)	M: prokaryotes and protists W: fungi	M: 7: Genetics AND 8: Evolution and natural selection W: 8: Evolution and natural selection	<ul style="list-style-type: none"> Quiz 7 (4/14) self assessment 2 (4/14) <ul style="list-style-type: none"> <i>no late work accepted</i> 	ch. ch. 13.1-13.4	
13 (4/14-4/20)	M: plants W: animal diversity	M: 9: Protists and pond water W: 9: Protists and pond water	<ul style="list-style-type: none"> Quiz 8 (4/21) Science career research (4/21) 	ch. 14.1-14.4, 15.1-15.6	
14 (4/21-4/27)	M: the circulatory and respiratory systems W: the immune system, introduce case study 2	M: 10: Fungi Kingdom, microscope skill demo re-take W: 10: Fungi Kingdom, microscope skill demo re-take	<ul style="list-style-type: none"> Quiz 9 (4/28) Discussion 5: Surface area: volume (4/28) 	ch. 16.3, 17.1-17.4	Sun 4/21: last day midterm progress indicators can be posted, last day to drop with "W"
15 (4/28-5/4)	M: small scale ecology W: large scale ecology	M: 11: Plant Kingdom W: 11: Plant Kingdom	<ul style="list-style-type: none"> Case study 2 (4/29) <i>on paper</i> Quiz 10 (5/5) Discussion 6: COVID, vaccines, and variants (5/5) 	ch. 19.1-19.4, 20.1-20.4	
16 (5/5-5/11)	M: review session W: Lecture exam 3	M: 12: Animal Kingdom W: 12: Animal Kingdom	<ul style="list-style-type: none"> Discussion 7: Climate change impacts and solutions (5/12) last day to turn in unit 3 work (5/12) 	Project Drawdown solutions, CA ecosystems reading, Climate action night fact sheet	Fri 5/10: Open lab to prepare for lab exam. PC 313 12pm-5pm
17 (5/12-5/18)	M: climate change evidence and impacts W: Biology 10 Championship Games	M: Lab exam 3 W: Lab exam 3	None	ch. 21.1-21.3	

18 (5/19-5/25)	W: cumulative final exam 10am-12:45pm 5/22	none	<ul style="list-style-type: none"> • self assessment 3 (5/22) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> • post semester survey (5/22) <ul style="list-style-type: none"> ◦ <i>no late work accepted</i> 	none	<p>No class events (including office hours) except for the final exam this week.</p> <p>Fri 5/24: last day to declare pass/no pass</p> <p>Sat 5/25: Commencement exercises</p> <p>Final grades due from instructors on 5/31</p>
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You can look up the Fall 2023 final exam schedule for all your courses, by start day/time. Search for "SRJC Spring 2024 final exam schedule"