

# **Biology 16, Introduction to Biology for Non-Majors**

## **Section 6304 - Course Syllabus**

### **Welcome!**

Welcome to Biology 16! 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.

**Return to the Syllabus page in the course navigation to see an index of linked sections of this syllabus.**

### **Course meeting times**

We will have lecture on Tuesdays and Thursdays 10:30am-12pm in PC 657. Lectures will take place between 1/16-5/16.

We will have labs on Tuesdays and Thursdays 1pm-3pm in PC 313. Labs start in week 3 and will take place between 1/30-5/09.

### **Course Description**

An introduction for non-majors to the core concepts of biology by studying current issues in modern biology with an emphasis on the scientific method and scientific literacy.

### **Student Learning Outcomes**

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

1. Apply the scientific method to investigating and evaluating biological phenomena.
2. Explain the application of the core concepts of biology to current issues.
3. Evaluate the scientific background of and debate on current biological issues.
4. Demonstrate knowledge of laboratory and field biology techniques, including microscopy.

# Objectives

During the course students will:

1. Explain the scientific method and assess information about current scientific issues using this methodology
2. Compare and contrast science and pseudoscience
3. Assess the role of science in society
4. Demonstrate knowledge of each of the following core concepts: evolution, structure and function, flow of information, flow of matter, systems biology
5. Apply core concepts to specific current issues in modern biology
6. Analyze and critically evaluate a current issue in biology and current events using the principles of the scientific method
7. Apply the steps in the scientific method for problem solving and biological investigation
8. Apply laboratory techniques, including proper microscope use, to observing and experimenting with biological phenomena

## 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 (except Wed evening)
  - Tuesdays 3-4pm in the student center (500 building)
  - Thursdays 3-4pm in the student center (500 building)
- Also available for 1 on 1 or group meetings in the mornings before lecture or between lecture and lab by appointment - send me a Canvas message at least 24 hours in advance to make an appointment.

I respond to Canvas Inbox message within 24 working hours (working 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?

Office 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 office hours - you are never a bother, always a joy.

Ideas for things to discuss during office hours:

- get help answering a study question, or another content question you have
- go over a quiz after your first attempt to improve for the 2nd attempt

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

## Course Web Site

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

## Instructor Announcements and Q and A Forum

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

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

## 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

## Bio 16 Lab Manual

You can purchase this lab manual at 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.

- Bio 16 Lab textbook
- Zoger, Abigail
- ArborCrest publishing
- **\*\*make sure to buy from the school bookstore, as amazon and other online merchants have older versions without some labs. The correct version has a pink flower on it, NOT PURPLE.**

## 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, written projects, 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 assigned as follows:

Letter grade percents and points		
<b>A</b>	90%	<b>900</b> points or more
<b>B</b>	80%	<b>800 to 899</b> points
<b>C</b>	70%	<b>700 to 799</b> points
<b>D</b>	60%	<b>600 to 699</b> 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.

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

#### Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
2 scientist spotlights (each worth 10) <i>Points lost can be replaced in Unit 3 with optional find-your-own scientist spotlight</i>	350 word reflections on a scientist's life and/or research	20	2

Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
4 discussions (each worth 15)	Initial post and reply to a classmate	60	6
Microgreens project (6 journals each 5pts, 3 results discussions each 5pts, report 55pts)	We will plant microgreens 3 times to learn about growing plants and to practice the scientific method.	100	10
Scientific claims project (practice peer review 10pts, ideas 5pts, annotated bibliography 10pts, draft 10pts, peer review 10pts, final 50pts, project sharing 5pts)	An individual or group project evaluating a claim using database research and a graphical presentation of your findings.	100	10
Guest speaker prep and reflection (each worth 10)	Questions and thoughts prepared before the guest speaker, reflection written afterwards.	20	2
18 graded labs and 2 case studies each 5pts	Lab activities usually completed during lab period and 2 case studies during lecture. Occasionally some groups will need to finish for homework	100	10
10 quizzes each 25pts	open note multiple choice and short answer quiz on lecture and lab material	250	25
3 unit exams each 50pts	closed note multiple choice and short answer exam on lecture and lab material	150	15
Nature journal project (7 journal entries each worth 10pts, final sharing and reflection 5pts) <i>Journal entry 8 will replace a missing or lower scoring nature journal entry</i>	We will practice making detailed drawings and written observations of living things. You will not be graded on how realistic your drawing looks.	75	7.5
3 self assessments each 10pts	Surveys taken after each unit about your study strategies and their effectiveness. Also an opportunity to give course feedback.	30	3
2 surveys each 10pts	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
2 success activities each 10pts	1 activity per Unit (for units 1 and 2) from a list of activities that	20	2

Breakdown of points for the semester

Assignment/assessment	Description	Points	% of your final grade
<i>Points lost can be replaced in Unit 3 with 1 or 2 success activities.</i>	typically help students succeed in college courses		
3 Note taking or glossary each 5pts	You will be assigned as a note taker for 3 lectures over the semester. I'll scan your notes after class or you can scan and send them to me. If you have note taking accommodations, you'll define three sets of 5 words in the class glossary instead.	15	1.5
10 Entrance and exit tickets each 4pts	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. You must be present at the time tickets are collected to earn points.	40	4
totals:	----- -----	1000	100

See each assignment page for more 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.

Assignments in each COR category

Course Outline Category	Assignments & Assessments	% of your grade from that category
writing - response papers	scientist spotlights, discussions, microgreens project, scientific claims project, guest speaker prep and reflection	30
problem solving - analysis of case studies	labs (aside from sessions devoted to lab projects) and 1 case study	10
Exams lecture & lab	quizzes and exams	40
Other - oral report, participation	nature journal project, self assessments, surveys, success activities, notes, entrance/exit tickets	20

## 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.

## Turning in assignments

In this course, most assignments will be submitted through the relevant assignment page on Canvas. I will not accept assignments through email or canvas message, because I grade anonymously using the Canvas grading system. Each assignment will have a due date (listed in the course schedule) and a close date (the Unit close date except for project assignments and surveys). Except for project assignments and surveys, and exams which take place on paper during class time, I will accept assignments for full credit up until the close date.

Some assignments will require file uploads. The acceptable file formats are: pdf, jpg, jpeg, tiff, png, doc, docx, xls. Never submit a .pages document or a live document (like google docs). 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 open note quizzes taken through Canvas, as well as closed note in-person exams. The material comes from the textbook/readings, lectures, labs, and supplemental materials provided to you.

A makeup 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. 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). Some students reorganize notes by making tables, charts, diagrams, and word banks or by color coding. Keep a well organized study guide.
- Write down questions you need help with and plan to come to office hours at least once a week to get help.

- Schedule time to study. Turn off all devices during this time. When your scheduled study time is over, move on to something else.
- Take your first quiz attempt early, treat it as a practice test.
- After your first quiz attempt, come to office hours to go over what you missed before taking the second attempt.

## Late Policy

This course is set up so that you can learn from your mistakes by correcting work, and practice time management skills without fear of failure. 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.

All assignments are due **at 11:59pm PST** on the due date. There is no need to ask for an extension: I will accept late work for full credit up until the unit closes except for projects that rely on all students finishing at the same time and surveys when I need the results promptly (see assignments for details). To prevent any students from falling too far behind and to help me manage my own time, after a unit closes, I will not accept, give feedback on, or grade late work.

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

## Pass-No Pass (P/NP)

This class is a grade only class. P/NP is not an option for this course. See the course outline of record for more information.

## 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 webpage)
- Need financial help? [Explore types of aid](#)
- [Accessing Online Student Services](#)
- [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 16. 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
<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>• Read the lab if available, take notes on vocabulary and key concepts or experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Read the lab if available</li> </ul>	<ul style="list-style-type: none"> <li>• Read the title of the lab</li> <li>• Read the titles of all the exercises in the lab if available</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</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</li> </ul>	<ul style="list-style-type: none"> <li>• Complete as many assignments as possible. Prioritize either the easiest/fastest</li> </ul>

## 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
	<p>sure you've completed everything</p> <ul style="list-style-type: none"> <li>• Answer the study questions</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 week to review vocabulary (flashcards are great for this)</li> </ul>	<p>make sure you've completed everything</p> <ul style="list-style-type: none"> <li>• Answer as many of the study questions as you can</li> <li>• Attend tutoring, office hours, and/or a study group to go over 1<sup>st</sup> quiz attempts</li> </ul>	<p>assignments or those worth the most points</p> <ul style="list-style-type: none"> <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>
<p><b>General practices</b></p>	<ul style="list-style-type: none"> <li>• Ask questions in 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</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</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>• If you fall behind, focus on current stuff before past stuff</li> </ul>

## Advice from Fall 2023 students, in their own words

- Organize your notes in ways you understand later on
- Labs are a great way to reinforce what you learned in lecture!
- My advice would be to take notes during the lecture because it helped me retain the information easier. I know there are some teachers lectures that can be really boring but Rivas isn't and if you follow along it won't even really feel like you are learning, but rather that you have always known it.
- utilize office hours if you are struggling
- Do the assignments when they are first assigned. Please.
- Don't procrastinate
- try not to miss a class; even if you make up for it by going threw the content page/notes by classmates- trust when i say its better to be in class for all the discussions and questions.
- be proactive with all your assignments and do your best to not fall behind bc it could catch up quickly

- group work can be a make or break thing in this class so make sure you choose the right people
- DO NOT be afraid to ask questions also.... TAKE LOTS OF NOTES and use the study guides riva provides
- ask questions whenever you feel stuck
- take lots of notes during the lecture
- attend student hours
- Stay focused and don't fall behind! Chew gum and study hard. Biggest piece of ADVICE!
- When looking for information/answers for entrance tickets, quizzes, hw, etc look at the previous notes posted, slides, videos. You will find it all there!
- Save your 2nd attempt on quizzes and use them to study and practice right before the unit exam. Also, try to stay on top of assignments before the last due date.
- Talk with Riva during her office hours, especially if there's something going on that means you might miss a deadline or class. She's super understanding and will help you out a ton!
- Make sure you fill out the study guides at the end of the week. It makes it easier for the unit exam. Do not wait until the end of the unit.

## 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: Tues 5/21

## 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.

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.

A makeup 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. 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-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.

## Tentative course schedule

If this schedule needs to change, I will send a course announcement.

Lab activities are due on the lab day.

Lecture exams and other in-class activities are due on the lecture day.

All other assignments are due at 11:59pm on Sundays

Tentative schedule

Week (dates)	lecture topics Tues and Thurs 10:30am-12:00pm room: PC 657	lab topics (graded lab number) Tues and Thurs 1-3pm room: PC 313	things due (date due) late work accepted until unit close date unless noted in <i>italics</i>	Readings (go to content pages for links)	SRJC events
1 (1/14-1/20)	<ul style="list-style-type: none"> <li>• Tu: Introductions, size exercise</li> <li>• Th: how our cells replicate SARS-CoV-2</li> </ul>	no labs until week 3	<ul style="list-style-type: none"> <li>• getting started surveys (1/21)               <ul style="list-style-type: none"> <li>◦ <i>no late work</i></li> </ul> </li> <li>• Quiz 1 (1/21)</li> </ul>	Ch. 1.1, 2.3, 9.3, 9.4, 17.1, HHMI virus explorer resource	Mon 1/15 MLK day (no classes, campus closed)
2 (1/21-1/27)	<ul style="list-style-type: none"> <li>• Tu: how COVID-19 vaccines work</li> <li>• Th: case study: Moderna vaccine</li> </ul>	no labs until week 3	<ul style="list-style-type: none"> <li>• Quiz 2 (1/28)</li> </ul>	Ch. 1.2, 17.3, New York Times article, Khan academy article	Tues 1/23 last day to add without add code

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	clinical trials (1)				
3 (1/28-2/3)	<ul style="list-style-type: none"> <li>Tu: homeostasis and blood sugar</li> <li>Th: type 1 and type 2 diabetes</li> </ul>	Tu: water 1 (2) Th: water 2 (3)	<ul style="list-style-type: none"> <li>Scientist spotlight 1 (2/4)</li> <li>Success activity 1 (2/4)</li> </ul>	Ch. 16.4, CDC page, Harvard Health article, Ologies podcast	Sun 1/28: last day to drop with refund
4 (2/4-2/10)	<ul style="list-style-type: none"> <li>Tu: treatments for diabetes</li> <li>Th: review of unit 1</li> </ul>	Tu: Enzymes 1 (4) Th: Enzymes 2 (5)	<ul style="list-style-type: none"> <li>Quiz 3 (2/11)</li> <li><b>Last date to turn in any open Unit 1 work (2/11)</b></li> </ul>	FDA page	Sun 2/4: last day to add with code, last day to drop without W
5 (2/11-2/17)	<ul style="list-style-type: none"> <li>Tu: Unit 1 exam</li> <li><b>Th: NO CLASS</b></li> </ul>	Tu: 5-second rule 1 (6) <b>Th: NO CLASS</b>	<ul style="list-style-type: none"> <li>Discussion 1: Learning strategies (2/18)</li> </ul>	none	<b>Thurs 2/15: Professional development day (no classes, campus closed)</b>  <b>Fri 2/16: Lincoln's day (no classes, campus closed)</b>
6 (2/18-2/24)	<ul style="list-style-type: none"> <li>Tu: DNA, chromosomes, and the cell cycle</li> <li>Th: cell cycling, mutations, and cancer</li> </ul>	Tu: microgreens planting 1 (MJ 1) 5-second rule 2 (7)  Th: dissecting microscopes (8), NJ 1	<ul style="list-style-type: none"> <li>Quiz 4 (2/25)</li> <li>Self assessment 1 (2/25)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> </ul>	Ch. 9.1, 6.1-6.3	<b>Mon 2/19: Washington's day (no classes, campus closed)</b>
7 (2/25-3/2)	<ul style="list-style-type: none"> <li>Tu: cancer treatments</li> <li>Th: chromosome</li> </ul>	Tu: compound microscopes (9), MJ	<ul style="list-style-type: none"> <li>Quiz 5 (3/3)</li> </ul>	Ch. cancer.gov page, CDC page, NIH	



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	movements in mitosis vs. meiosis	Th: microscopes 3 (10), NJ 2	<ul style="list-style-type: none"> <li>Discussion 2 Diseases (3/3)</li> </ul>	page, 6.2, 7.2	
8 (3/3-3/9)	<ul style="list-style-type: none"> <li>Tu: inheritance of traits</li> <li>Th: genetic testing for diseases</li> </ul>	Tu: microgreens results 1 (results discussion 1), Mitosis observations, NJ 3  Th: Inheritance (11)	<ul style="list-style-type: none"> <li>Quiz 6 (3/10)</li> <li>Success activity 2 (3/10)</li> </ul>	Ch. 8.1-8.3, Harvard publication, Khan academy article, CDC pages on genetic testing and counseling, NCBI article about ethics	
9 (3/10-3/16)	<ul style="list-style-type: none"> <li>Tu: ancestry tests</li> <li>Th: Gene modification</li> </ul>	Tu: Intro to scientific claims project, evaluating sources (12)  Th: library workshop (13)	<ul style="list-style-type: none"> <li>Scientist spotlight 2 (3/17)</li> <li>Scientific claims practice peer reviews (3/17)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> </ul>	3 news articles about genetic ancestry tests, Ch. 10.1-10.3, 2 government articles about gene editing	
(3/17-3/23)	SPRING BREAK	SPRING BREAK	<ul style="list-style-type: none"> <li>Scientific claims ideas (3/24)</li> </ul>	SPRING BREAK	Mon 3/18-Sat 3/23 spring break (no class events - campus closed)

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10 (3/24-3/30)	<ul style="list-style-type: none"> <li>Tu: GMOs</li> <li>Th: Gene therapy</li> </ul>	Tu: pGLO1 (14)  Th: pGLO 2 (15), microgreens planting 2, MJ 3	<ul style="list-style-type: none"> <li>Quiz 7 (3/31)</li> <li>Discussion 3: genetic modification (3/31)</li> </ul>	3 government pages about GMOs, 1 article about a GMO of your choice, article about gene therapy, bioethics article, patient education page	Mon 3/25: first day midterm progress indicators can be posted
11 (3/31-4/6)	<ul style="list-style-type: none"> <li>Tu: review of unit 2</li> <li>Th: Unit 2 exam</li> </ul>	Tu: evaluating sources 2, library help (16)  Th: work on annotated bibliographies, MJ 4	<ul style="list-style-type: none"> <li>Scientific claims annotated bibliography (4/7)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> <li><b>Last date to turn in any open Unit 2 work (4/7)</b></li> </ul>	none	Mon 4/1: Cesar Chavez and Dolores Huerta day (no classes, campus closed)
12 (4/7-4/13)	<ul style="list-style-type: none"> <li>Tu: natural selection and adaptation</li> <li>Th: adaptations</li> </ul>	Tu: evolution (17)  Th: microgreens harvest 2 (results discussion 2) microgreens planting 3, MJ 5	<ul style="list-style-type: none"> <li>Self assessment 2 (4/14)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> <li>Quiz 8 (4/14)</li> </ul>	ch. 11.1-11.2	
13 (4/14-4/20)	<ul style="list-style-type: none"> <li>Tu: biodiversity and climate factors</li> </ul>	Tu: Microscope review (18) Pond water, NJ 4	<ul style="list-style-type: none"> <li>Quiz 9 (4/21)</li> </ul>	ch. 5.1, 20.1-20.2, 21.1-21.2	

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	<ul style="list-style-type: none"> <li>Th: the carbon cycle</li> </ul>	Th: Photosynthesis/cell respiration (19), MJ 6	<ul style="list-style-type: none"> <li>Scientific claims drafts (4/21)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> </ul>		
14 (4/21-4/27)	<ul style="list-style-type: none"> <li>Tu: ecosystems in California and fires</li> <li>Th: evidence of human caused climate change</li> </ul>	Tu: NJ 5 - fungi  Th: microgreens results 3 (results discussion 3), microgreens meetings	<ul style="list-style-type: none"> <li>Scientific claims peer reviews (4/28)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> <li>Guest speaker prep (4/28)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> </ul>	CA ecosystems threats and responses report, article about fire management, parts of the 2018 national climate assessment	Sun 4/21: last day midterm progress indicators can be posted, last day to drop with "W"
15 (4/28-5/4)	<ul style="list-style-type: none"> <li>Tu: case study (20)</li> <li>Th: Guest speaker</li> </ul>	Tu: NJ 6 - plants  Th: NJ 7 - campus tour	<ul style="list-style-type: none"> <li>Microgreens reports (5/5)</li> <li>Discussion 4: climate solutions (5/5)</li> <li>Guest speaker reflection (5/5)</li> </ul>	none	

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16 (5/5-5/11)	<ul style="list-style-type: none"> <li>Tu: climate change solutions</li> <li>Th: review of unit 3</li> </ul>	Tu: NJ 8 - animals, bird pellets  Th: scientific claims meetings	<ul style="list-style-type: none"> <li>Quiz 10 (5/11)</li> <li><b>Last date to turn in any open Unit 3 work (5/11)</b></li> </ul>	CA air resources page about cap and trade, project drawdown 3 solutions	
17 (5/12-5/18)	<ul style="list-style-type: none"> <li>Tu: Unit 3 exam</li> <li>Th: Biology 16 Championship Games</li> </ul>	<b>NO LABS</b>	<ul style="list-style-type: none"> <li>Scientific claims final projects (5/19)               <ul style="list-style-type: none"> <li><i>no late work</i></li> </ul> </li> </ul>	none	
18 (5/19-5/25)	<ul style="list-style-type: none"> <li>Tu: nature journal and claims project sharing 10am-12:45pm 5/21</li> </ul>	finals week no classes	<ul style="list-style-type: none"> <li>Project reflections (5/21)</li> <li>Self assessment 3 (5/21)</li> <li>Post semester survey (5/21)</li> <li><b>Last date to turn in surveys and reflections (5/21)</b></li> </ul>	none	<p style="color: red;">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>

You can look up the Spring 2024 final exam schedule for all your courses, by start day/time by searching "SRJC Spring 2024 final exam schedule"