

Biology 16, Introduction to Biology for Non-Majors

Section 2423 - 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.

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
 - From 8/20 to 9/3 and 12/10 to 12/12 hours are Tuesdays and Thursdays 2:30-3:30pm in my office (across the hall from lecture)
 - From 9/5 to 12/5 hours are Tuesdays and Thursdays 11:30am-12pm in my office and 4:30-5pm in the tutorial center

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 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 Q&A 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. Find them by clicking "Discussions" in canvas.

Concepts of Biology, OpenStax free online textbook

You can find our textbook for free online here: [Concepts of Biology 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
- ISBN 979-8334963160

****make sure to buy the FA24 version, which has "Bio 16-06" on the cover****

Scantron forms

We will use scantron forms for the lecture exams. You will need 3 forms, type 882-E.

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

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 |
| 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 5pts, ideas 5pts, first source 5pts, annotated bibliography 10pts, first draft 10pts, peer review 20pts, second draft 25pts, presentation 20pts, final 100pts) | An individual or group project evaluating a claim using database research and a graphical presentation of your findings. | 200 | 20 |
| best 14 of 16 non-project labs (5pts each), 10 project labs (2pts each), 2 case studies (5pts each) | 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 10pts | open note multiple choice quiz on lecture and lab material | 100 | 10 |

| Breakdown of points for the semester | | | |
|---|---|--------|-----------------------|
| Assignment/assessment | Description | Points | % of your final grade |
| best 3 of 4 exams each 100pts | closed note multiple choice and short answer exam on lecture and lab material | 300 | 30 |
| Nature journal project (best 6 of 7 journal entries each worth 10pts) | We will practice making detailed drawings and written observations of living things. You will not be graded on how realistic your drawing looks. | 60 | 6 |
| 3 self assessments each 5pts | Surveys taken after each unit about your study strategies and their effectiveness. Also an opportunity to give course feedback. | 15 | 1.5 |
| pre and post-semester surveys each 5pts | Surveys to help me (Riva) assess how I am doing on non-grade related metrics of student success and get to know students individually | 10 | 1 |
| 2 success activities each 10pts <i>Points lost can be replaced in Unit 3 with 1 or 2 success activities.</i> | 1 activity per Unit (for units 1 and 2) from a list of activities that typically help students succeed in college courses | 20 | 2 |
| 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. One note-taking day may be replaced with 5 words defined in the class glossary if you miss class. If you have note taking accommodations, you'll define three sets of 5 words in the class glossary instead of taking notes. | 15 | 1.5 |
| Best 20 of 28 Entrance tickets each 4pts | Short activity to hand in at the start of lectures. There will be 28 chances to turn in tickets. You must be present at the time tickets are collected to earn points. | 80 | 8 |
| 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: [Bio 16 COR](#)

| 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 2 case studies | 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 entrance tickets, scientific claims project assignments, 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. 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.

Exam return policy

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.

test anxiety

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 1pm 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 entrance tickets (to prepare you for that lecture) projects (that rely on all students finishing at the same time) and surveys (when I need the results promptly). 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 work from the closed unit.

If you are struggling to keep up with the course, I encourage you to come to student hours to strategize with me. We will talk about your grade goals and together as a team we will make a priority list and schedule to help you readjust. Tutors and success coaches can also help you with this.

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: [Bio 16 COR](#)

Accommodations

Disabled students 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.

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 |
|--------------------------------|--|---|---|
| Before each week starts | <ul style="list-style-type: none"> • Check the course schedule to see what's coming up in the next 2 weeks • Schedule time for reading, studying, and assignments due. | <ul style="list-style-type: none"> • Check the course schedule to see what's coming up in the next week. • Schedule time for assignments due. | <ul style="list-style-type: none"> • Check the course schedule to see what's due at the next lecture |
| Before each lecture | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Read the study questions • Watch the videos or do the reading on that lecture's content page | <ul style="list-style-type: none"> • Read the study questions • Read the 1-page chapter summary for that lecture's reading |
| Before each lab | <ul style="list-style-type: none"> • Read the lab if available, take notes on vocabulary and key concepts or experiments | <ul style="list-style-type: none"> • Read the lab if available | <ul style="list-style-type: none"> • Read the title of the lab • Read the titles of all the exercises in the lab if available |

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>After each week ends</p> | <ul style="list-style-type: none"> • Complete all assignments on time • Check the assignment checklist and the module for that week to make sure you've completed everything • Answer the study questions • 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 week to review vocabulary (flashcards are great for this) | <ul style="list-style-type: none"> • Complete all assignments on time. • Check the assignment checklist and the module for that week to make sure you've completed everything • Answer as many of the study questions as you can • Attend tutoring, office hours, and/or a study group to go over 1st quiz attempts | <ul style="list-style-type: none"> • 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) |
| <p>General practices</p> | <ul style="list-style-type: none"> • Ask questions in class • Form a support network for the class • Put everything into your own short, easy to understand words • Attend every class | <ul style="list-style-type: none"> • Write down everything you can in your notes especially memorable examples or analogies that make sense to you • Get notes and help from classmates if you miss class | <ul style="list-style-type: none"> • 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. • If you fall behind, focus on current stuff before past stuff |

Advice from Spring 2024 students, in their own words

- Make sure to ask plenty of questions for anything.
- my advice is take a deep breath and relax because this i about to be the best choice you've ever made for a bio class. I learned more about biology than i ever could in high school.
- I would say, always ask questions whenever you are confused about something, Riva will gladly help you out on anything and is very open with your questions.
- Do work on time as much as possible, even though Riva allows for late work.

- Add to your calendar set days for studying/ working on a project over longer periods of time with breaks in between. So like every other day until you finish your project or feel 100% ready to take an exam. Instead of getting started 2 weeks before or working for days, hours on end.
- Suggestions for future Bio 16 students with Riva: if you have the time, please continue to do entrance/exit tickets...they might appear on exams! Watch the videos on the content page and read the study questions to prepare for exams!
- If you ever get stuck or confused reach out to Riva, she's GREATTT!
- Come to every lab, and try not to miss any days of lecture or lab.
- Pay close attention to online due dates.
- Pace yourself! Make sure to set aside time to study. Even if it's for 20 mins of review. For assignments get it done right away, it's easier for you in case something happens and not able to complete a future assignment.
- Do the homework early and don't wait until the last minute. Take time to do your projects.
- Do well on quizzes and not worry too much on exams.
- Do not panic your in good hands :)
- Riva is amazing, be organized and make sure you know when your deadlines are for assignments because all the in class assignments she explains how to do and even gives examples to receive the best grade you can get. :)
- This course will be smooth if you keep up with the notes and complete the quizzes as you go, which is something I wish I did better.
- do the study guides!!!!
- go to office hours
- make study groups
- participate it makes the class better
- watch the content on the content pages
- don't abuse the late policy; you will fall behind.
- re-write your notes or use the study guides as a template to rewrite them
- do the exit/entrance tickets even if you got all your points
- Even though Riva asked you to take notes a couple of time throughout the semester for the class. I encourage you do your own class notes daily . This helps you understand the topics better and prepare you for the Sunday quizzes.
- Make sure you do ALL of the entrance and exit tickets that are available because they will be on test.
- breath, if your not a good test taker. Just make sure to do your best on every other assignment and don't miss a deadline to any assignments. (Even with the grace periods) even thought there is not late penalty for most assignments, this will help you stay on track with the course .
- Make sure to do all of the entrance and exit tickets because they will for sure help you on exams and make sure to answer study guide questions before you take the exam.
- GO TO LECTURE- it is not enough to just go to labs or read the textbook

Important Dates

Day Class Begins: Tues 8/20

Last Day to Add without instructor's approval: Sun 8/25

Last Day to Drop with a refund: Sun 9/1

Last Day to Add with instructor's approval and add code: Sun 9/8

Last Day to Drop without a 'W' symbol: Sun 9/8

Census day: Mon 9/9

Date midterm grades may appear in student portals: 10/21-11/17

Last Day to Drop with a 'W' symbol: Sun 11/17

Day Of Last Class Session: Thur 12/12

Day of Cumulative Final Exam: Thurs 12/19 (10am-12:45pm)

Attendance

I expect you to attend all class sessions and I will note attendance at every session. 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 are responsible 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.

If you have a schedule conflict with an exam

If you notify me of unavoidable conflicts with an exam by 8/24 I will do my best to accommodate a makeup time for that exam. If this is possible, you will likely need to take a makeup exam before the scheduled exam date. The 8/24 deadline for letting me know about schedule conflicts is to ensure that it's not too late to add a different section of Bio 16 or Bio 10 in case I am not able to accommodate your schedule.

If you miss an exam

A makeup exam may be possible, but only in the event of documented unexpected emergencies, must take place within 1 week of the scheduled exam, and is dependent on my availability. If you miss an exam for a reason that is not a documented, unexpected emergency I will not schedule a makeup, but remember that 1 exam grade is dropped. This policy is to protect my time, as writing a makeup exam, and 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.

If you miss an entrance ticket

There are no makeups for entrance tickets because their purpose is to prepare for that lecture session, but 8 entrance tickets are dropped to make sure your life responsibilities don't prevent you from earning your goal grade. I advise you to complete every entrance ticket you can so that you have extras in case you need to be late or miss a lecture.

If you miss a lab

There are no makeups for labs, but 2 non-project labs are dropped. I advise you to complete every lab you can so that you have extras in case you miss a lab or need to come to a lab late or leave early.

Excessive absences

During the semester, if you miss 10 hours of class time (for example 5 labs, **or** 7 lectures, **or** 3 labs and 3 lectures) I may drop you from the course.

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 student hours/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

No-show drop: if you miss the first one or two class sessions

If you do not attend the first lecture and I don't hear from you about your absence, I may drop you from the course. I do this to make space in the course for interested students. If you know you will miss the first lecture, communicate with me to avoid being dropped. If you do not attend the first 2 class sessions (first 2 lectures), I will drop you from the course.

Withdrawing and Excused Withdrawal (W and EW)

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

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

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

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

All assignments will remain open without late penalties until the Unit exam **except for entrance tickets, surveys, and scientific claims project assignments**, which must be turned in on their due dates to earn any credit.

Except for lecture exam days and the first day of class, every lecture will have an entrance ticket. You can find the assignments in that week's module.

Course schedule

| week | day | date | lecture topic | lab topic | assignments due on Tuesday at start of class in addition to any entrance tickets | Reading |
|------|-----|------|---|---|--|----------------------------------|
| 1 | T | 8/20 | Introductions, size exercise | none | pre-semester survey | ch. 1.1, 2.3 |
| | R | 8/22 | how our cells replicate SARS-CoV-2 | none | | ch. 9.3, 9.4, 17.1 |
| 2 | T | 8/27 | how COVID-19 vaccines work | none | | ch. 1.2, 17.3, article |
| | R | 8/29 | case study: Moderna vaccine clinical trials | none | | none |
| 3 | T | 9/3 | homeostasis and blood sugar | none | quiz 1, lab group survey | ch. 16.4 |
| | R | 9/5 | type 1 and type 2 diabetes | 5 second rule | | article |
| 4 | T | 9/10 | treatments for diabetes | water | quiz 2 | article |
| | R | 9/12 | class discussion: diabetes article | water | | article |
| 5 | T | 9/17 | review of unit 1 | enzymes | quiz 3 | none |
| | R | 9/19 | Unit 1 exam | enzymes | | none |
| 6 | T | 9/24 | biodiversity and climate factors | data analysis 5 second rule, evaluating sources 1 | lab group survey | ch. 20.3, 20.4, 21.1, 21.2, 21.3 |

Course schedule

| week | day | date | lecture topic | lab topic | assignments due on Tuesday at start of class in addition to any entrance tickets | Reading |
|------|-----|-------|---|---|---|-------------------|
| | R | 9/26 | the carbon cycle | microgreens planting 1, MJ 1 | | ch. 20.1, 20.2 |
| 7 | T | 10/1 | evidence of human caused climate change | cell resp, evaluating sources 2 | quiz 4, self assessment 1 | article |
| | R | 10/3 | CA ecosystems and fire | photosynthesis, MJ 2 | | article |
| 8 | T | 10/8 | class discussion: climate solutions | dissecting, NJ 1 | quiz 5 | article |
| | R | 10/10 | DNA, chromosomes, and the cell cycle | microgreens harvest 1, MR 1, compound microscopes | | ch. 9.1, 6.1, 6.2 |
| 9 | T | 10/15 | cell cycling, mutations, and cancer | compound microscopes, NJ 2 | quiz 6 | ch. 6.3 |
| | R | 10/17 | cancer treatments | mitosis observations, NJ 3, scientific claims project reminder | | article |
| 10 | T | 10/22 | class discussion: cancer articles | library workshop | quiz 7, scientific claims idea | article |
| | R | 10/24 | review of unit 2 | microgreens planting 2, MJ 3, work on finding claim and sources | | none |
| 11 | T | 10/29 | Unit 2 exam | MJ 4, work on annotated bibliographies in the library | scientific claims 1 source with type it is | none |
| | R | 10/31 | inheritance of traits | inheritance | | ch. 8.1-8.3 |

Course schedule

| week | day | date | lecture topic | lab topic | assignments due on Tuesday at start of class in addition to any entrance tickets | Reading |
|------|-----|-------|---|---|---|---------------------|
| 12 | T | 11/5 | case study: natural selection | natural selection beans | scientific claims annotated bibliography | ch. 11.1-11.3 |
| | R | 11/7 | gene modification | microgreens harvest 2, MR 2, microgreens planting 3, MJ 5 | | ch. 9.5, 10.1, 10.2 |
| 13 | T | 11/12 | GMOs | pGLO 1 | quiz 8, self assessment 2, scientific claims draft 1 | article |
| | R | 11/14 | genetic testing for diseases | pond water NJ 4, MJ 6, pGLO 2 | | ch. 10.3, article |
| 14 | T | 11/19 | ancestry testing | plants NJ 5, finish pGLO 2 | scientific claims peer reviews , quiz 9 | article |
| | R | 11/21 | gene therapy | microgreens harvest 3, MR 3, work on microgreens reports | | article |
| 15 | T | 11/26 | class discussion: DNA technology articles | campus tour, NJ 6 | scientific claims draft 2 | article |
| 16 | T | 12/3 | review of unit 3 | bird pellets NJ 7 | quiz 10, microgreens report | none |
| | R | 12/5 | Unit 3 exam | scientific claims project presentations | | none |
| 17 | T | 12/10 | guest speaker | none | scientific claims final projects | article |
| | R | 12/12 | Biology 16 championship games | none | | none |
| 18 | R | 12/19 | final exam (10am-12:45pm) | | post-semester survey, self assessment 3 | none |