Biology 10, Introduction to Principles of Biology
Sections 2311, 2312 - Full Course Syllabus

Visit the Syllabus page in the Canvas course navigation to see syllabus sections with links.

Welcome!

Welcome to Biology 10! I am so excited to work with you this semester, and hopefully help you accomplish goals beyond this course. I hope that you are just as excited to get to know and work with each other and to learn more about the natural world.

We will be learning and growing as Biology students (myself included!) together this semester. We all have our own valuable talents, skills, experiences, and perspectives to bring to the table, and we all have things to learn from one another.

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

If you find that there are aspects of course instruction, subject matter, or classroom environment that are barriers to your inclusion, please talk with me. My goal is to help you access information and skills, and students are always teaching me how to do that better.

Course Description

Introductory course in biology including: scientific method, ecology, biodiversity, physiology and anatomy, chemistry of life, cell and molecular biology, genetics, and evolution.

Student Learning Outcomes

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

1. Explain the core concepts of biology (evolution and adaptation, structure and function, systems and biology, flow of information, flow of energy and matter) as they apply to appropriate topics of cell and molecular biology, organismal biology, genetics, evolution and ecology.
2. Integrate related core concepts.
3. Demonstrate skill in core competencies.

Objectives

During this course, student will:

1. Discuss relationship and connections between the five core concepts.
2. Evaluate how evidence for evolution relates to the scientific process and be able to construct an argument to counter common evolution misconceptions.

3. Apply the core concept of evolution and adaptation to all course content, cell and molecular biology, genetics, organismal, and ecology.
4. Integrate microevolutionary mechanisms with macroevolution.
5. Correlate the structure and function of plant and animal organ systems, organs, tissues and cells.
6. Compare and contrast the cell structure and function of prokaryotic and eukaryotic cells and of plant and animal cells.
7. Integrate concepts of diffusion and osmosis with cell membrane structure and mechanisms of transport.
8. Explain the relationships between the structure of atoms, molecules, and biological polymers, and their significance to cells, physiology, genetics, and evolution.
9. Integrate knowledge of molecular genetics, inheritance, and cell division (mitosis and meiosis), and apply these to evolutionary biology.
10. Apply understanding of negative feedback loops at the cellular and physiological level.
11. Integrate concepts of molecular, cellular, physiological, and ecological energy flow and nutrient cycling.
12. Apply knowledge of ecological principles to current ecological problems.
13. Integrate different levels of the biological hierarchy and examine emergent properties.
14. Test ideas with evidence, applying the scientific process to biological investigation including data analysis and interpretation.
15. Evaluate evidence as part of a scientific community.
16. Apply laboratory techniques, including proper microscope use, to observe and experiment with biological phenomena.

Instructor Contact

Dr. Riva Bruenn

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

If you are uncomfortable using my first name you are free to call me Dr. B. I am most comfortable being called by my first name, but other instructors may ask you to call them by their titles. There are many reasons for this! Curious? Check out this article: Why do I have to call you Dr.?

How to contact me outside of class

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.

If you ask me for something in class that requires scheduling, I will likely ask you to send me a canvas message. This makes sure we both have a record of any agreement we make, and also helps me stay organized!

Student Hours (also called Office Hours)

- There will be no student hours on holidays (ex. Veteran's day, Fall break)
- These are walk-in hours for you to get time with me outside of class, no appointment necessary.
- for weeks 1, 2, 16, and 17 (8/18-8/27 and 12/1-12/10):

    - Mondays and Wednesdays after lecture 2:30-4pm in my office (in the office suite across the hall from our lecture room)
- for weeks 3-15 (9/3-11/26):
    -
    - Mondays and Wednesdays 9-10:30am in my office (in the office suite across the hall from our lecture room)
    - if many students are using student hours (and I hope this happens!!) I might switch the location to the student success center (building 500) to have more space

1 on 1 time for sensitive conversations

- I am typically available Mon-Thurs mornings. If you'd like to have a 15min conversation 1 on 1 for something private/sensitive (ex. you are worried about your grade, you are having an interpersonal issue in your lab group) send me a Canvas message a couple of days in advance with a few days and times you could meet.

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 practice quiz
- 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: 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-13: 978-1-947172-03-6
- ISBN for paperback (buy it if you want a paper copy) version: ISBN-13: 978-1-50669-653-9

Biology 10 Lab Manual

You can purchase the 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. The book may also be available on amazon, just be careful which version you buy. The correct details are below.

- Arbor Crest Publishing, 2024
- The cover should have "SKU Bio10-C01" in the lower right corner
- The title page should have "July 2024 - 01" in the lower right corner
- ISBN 979-8334946002

Scantron forms

We will use scantron forms for the lecture exams. You will need 3 forms, type 882-E. See an image of the correct form below:

Financial hardship

If it is difficult for you to pay for the required materials (lab manual and scantrons) either speak with Riva or complete a self-referral with the basic needs team: Basic needs website

Grading Policy

Visit the “Grades” page in Canvas course navigation to keep track of your grades. I will post grades and comments on the online Canvas gradebook. I will grade late work, revisions, and exams 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 many 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	Grading type	Revisions?	Points	% of your final grade
3 Written response questions (30pts each)	During 3 lectures I will give you a question to answer in writing. You will receive feedback and have the opportunity to revise your answers during the next lecture review session.	EMRN	yes, one	90	9

Breakdown of points for the semester

Assignment/assessment	Description	Grading type	Revisions?	Points	% of your final grade
Microscope skills demonstration	Demonstration of the microscope skills you learned in lab, will take place during lab. If your grade is unsatisfactory there is 1 redo a few weeks later with different questions.	EMRN	yes, one	50	5
21 Labs, 1 lecture discussion day (4pts each)	Each lab will have pre-lab written questions and lab activities in the lab manual, as well as post-lab verbal questions. Lab "10" will be completed over 2 labs, each one worth 4 points. Class discussion day will involve active informed discussion around relevant current events, preparation will involve reading and summarizing articles and preparing discussion questions.	pre, lab, post completion	no, 2 dropped	80	8
4 Case studies (5pts each)	Short reading, data analysis and questions. We will begin in class, to finish for homework.	EMRN	yes, unlimited	20	2
4 Lecture exams	Multiple choice and written answer including drawing related to lecture material. Will take place during lecture and during our final exam time slot.	100 point scale	no, 1 dropped	300	30
3 Lab exams	Short written answer related to lab material set up at stations throughout the lab. Will take place during lab.	1st two 50pts, last 100pts	no, corrections assignment for some points back	200	20

Breakdown of points for the semester

Assignment/assessment	Description	Grading type	Revisions?	Points	% of your final grade
18 Plicker quizzes (10pts each)	Short multiple-choice quizzes taken during lectures using QR codes registered to your name. Based on lecture and lab material. Quizzes are closed note, but you may speak to your classmates during the quiz.	Pass/Fail	no, 2 dropped	160	16
Success activity reflection	350+ word reflection on 1 activity completed from a list of activities that help students succeed in college courses	Complete/ incomplete	yes, unlimited	4	0.4
28 Entrance tickets (3pts each)	Short activity to complete before class, or to hand in at the start of class. There will be 28 chances to turn in tickets. Students must be in class at the time of ticket collection to earn points.	% correct	no, 6 dropped	66	6.6
2 Note taking (4pts each)	Each student will be scheduled as a note taker for 2 lectures. Give Riva your notes at the end of class to scan. If you have note taking accommodations you are excused from this assignment.	Complete/ incomplete	no, can reschedule once	8	0.8
Pre and post semester surveys (5pts each)	~20 minute surveys about your thoughts on taking science classes, as well as some standard Biology concept questions. You will take one the first week of class, and one the last week of class.	Complete/ incomplete	yes, unlimited	10	1
3 Self assessments (4pts each)	Surveys about your progress in the class, taken after each lecture exam is graded.	Complete/ incomplete	yes, unlimited	12	1.2
totals:				1000	100

See each assignment/assessment page for details.

EMRN stands for "**E**xcellent, **M**eets expectations, **R**evisions needed, and **N**ot assessable." Each assignment will have a rubric detailing the requirements for each grade.

The course outline of record is the required organization of this course for any instructors that teach it. The % of your grade that comes from each category is part of the course outline of record. The following table illustrates which assignments and assessments fit into each required category.

See the course outline of record for more information: Bio 10 COR

Course Outline Grade Categories

Course Outline Category	Assignments & Assessments	% of your grade from that category
Writing	Written response questions	9
problem solving	Labs and case studies	10
skill demonstrations	Microscope quiz	5
Exams	Lecture exams, Lab exams, Quizzes	66
Other	Success activity reflection, Entrance tickets, Note taking, Surveys	10

Turning in assignments

In this course, some assignments will be submitted through the appropriate Canvas assignment page. Other assignments will be handed in on paper in person. I will not accept assignments through email or Canvas message because it disrupts my organizational system and makes it time consuming for me to keep track of completed work and grading.

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 with the way I have set up my particular course. 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 in-person quizzes, lecture exams, and lab exams. The material comes from the textbook, lectures, labs, and supplemental materials provided to you.

Exam return policy

I will not be passing back exams to keep, but you are free to look at them (no notes or pictures) at the next class period after I complete grading, typically done in lab. I will have them with me during student hours for the next week after the exam takes place. During this time I will fix any grading

mistakes you catch. After 1 week 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 test anxiety around quizzes and exams. 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 student hours, a study group, and/or tutoring at least once a week to get help. This is a good strategy for all students, regardless of your current grade or grade goal.
- Schedule time to study. Turn off all devices during this time. When your scheduled study time is over, move on to something else.
- Take the practice quizzes in canvas.
- After you take the practice quiz, come to student hours or tutoring to go over what you missed.

Why I won't offer extra credit assignments

I will not be offering extra credit assignments. 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. I've already put a lot of time and effort into creating assignments that help you learn the material.

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 letter grade of C or better (700 points or more), you will earn a P.

You must file for the P/NP option by 12/1

Revisions and dropped assignments

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.

The following assignments have 1 scheduled revision (this means you'll get a chance to try again later on, on a specific date):

- written response questions
- microscope skills demonstration

- lab exams (corrections assignments)

The following assignments have unlimited revisions until the relevant lecture exam (this means you can turn it in, get feedback, and turn it in again as many times as you want or have time for up until the day of the next lecture exam):

- case studies
- success activity reflection
- surveys

The following assignments have at least 1 of that assignment type dropped (the lowest one(s) is/are dropped, so the higher scores count):

- labs (2 dropped)
- lecture exams (1 dropped)
- Plicker quizzes (2 dropped)
- Entrance tickets (6 dropped)

Late policy

Many assignments will be completed during class time (ex. plicker quizzes, exams, written response questions) - as we will use class time for these, we won't need to worry about late work.

Entrance tickets must be completed by the time class starts. This is because we'll use the knowledge and tools you generate to cover the lecture topics for that day. If you are not prepared for class, you will likely struggle to understand the day's topics. However, because it can take awhile in a class to figure out time management, and because unexpected responsibilities often come up, you can miss up to 6 of these tickets without it affecting your grade at all (6 are dropped).

For assignments with unlimited revisions I will accept them up until the day of the next lecture exam. This is to make sure you have time to make revisions, but incentivize you to complete the work that prepares you for the exam by the exam. It also allows me to schedule and manage my own time.

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.

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

Test anxiety

Many students experience test anxiety around quizzes and exams. 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 student hours, a study group, and/or tutoring at least once a week to get help. This is a good strategy for all students, regardless of current grade or grade goal.
- Schedule time to study. Turn off all devices during this time. When your scheduled study time is over, move on to something else.
- Take the practice quizzes in canvas.
- After you take the practice quiz, come to student hours or tutoring to go over what you missed.

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 week starts	-Check the course schedule to see what's coming up in the next 2 weeks -Schedule time for reading, studying, and assignments due.	-Check the course schedule to see what's coming up in the next week. -Schedule time for assignments due.	-Check the course schedule to see what's due on Monday
Before each lecture	-Do the pre-lecture assignment -Print or write out the study questions with room to write answers	-Do the pre-lecture assignment -Read the study questions	-Do the pre-lecture assignment -Read the study questions

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
	-Watch the videos or do the reading on that lecture's resource page. Take notes on vocabulary and key concepts while you read or watch.	-Watch the videos or do the reading on that lecture's resource page	
Before each lab	-Do the pre-lab questions -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.	-Do the pre-lab questions -Read the study questions -Read the lab	-Do the pre-lab questions -Read the titles of the observations in the lab
After each week ends	-Answer the study questions for lecture and lab -Take the practice quiz -Reorganize your notes (ex. Color-coding, charts/tables, outlines, flashcards) -Attend tutoring, student hours, and/or a study group to go over your study guide questions, practice quizzes, and/or any confusing topics. -Take a few minutes each day to review vocabulary (flashcards are great for this)	-Answer as many of the study questions as you can on your own -Take the practice quiz -Attend tutoring, student hours, and/or a study group for help on study questions you're struggling with, and to go over practice quizzes	-Attend student hours, tutoring, and/or a study group to work on study questions or practice quizzes. 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 -Put everything into your own short, easy to understand words -Attend every class session	-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, make up any missed assignments you can	-Turn in *something* for every assignment, even if it's not done well. Finished is better than perfect! Some points are always better than none. -Read posted notes for classes you miss -If you fall behind, focus on the most current things first, then work backwards as you have time

Advice from Spring 2025 students to you, in their own words

One Note: "Office hours" are also called "Student hours."

On the last self assessment I asked students to give advice to the next semester's students. This is what Spring 2025 students had to say to you, in their unedited words.

- Make sure to show up to class! It is the most helpful thing for yourself. Take good notes and use the people around you to help you. Making friends in the class really help you get new ideas.
- Do the entrance tickets and take notes even when a handout is not given!
- Do the entrance tickets and write down some notes! It helps to have a surface level of knowledge going into the lecture and helps you to retain the information so much more.
- do good on the exams!! study!!
- Don’t be afraid to ask for help (from Riva or the students around you, you’re all in the same class)
- Read the chapters before lecture and go to her office hours and/or SRJC tutor (they’re chill and helpful!).
- Talk to people, make friends. It's the best way, outside of studying, to get motivation.
- STUDY!!! Look at the study guides!!
- Understand how you learn and use it to your advantage.
- Revisit both your notes, and the class notes often. Prepare for the lecture exams early!! Make sure you understand why the processes work and practice by speaking out loud to another person. Ask Riva questions if you are stuck.
- Bio 10 is hard you need to put work in if you want to succeed. Riva is an amazing Bio teacher use her resources!!!! Things may sometimes feel all over the places but it dose all come together so just keep going.
- Always complete the entrance tickets. The points are easy and they really add up in the end. I also recommend finding at least one other classmate to study with. Having a study buddy really helped me pass this class because you get to bounce ideas off of each other and it kind of forces you to study. Procrastinating is a really bad habit to get into.
- STUDY GUIDES ARE EVERYTHING
- Be grateful that quizzes are taken as a class and you can always discuss your answer with your classmate before you choose letter option you wanna share.
- the quizzes help a lot with the material and they are easy points
- The study guides are by far the best tools for studying for lecture exams, take advantage of them
- study and do good on the first unit, it will make the semester way easier.
- DON'T wait until the last moment to do the study guides! With each week, answer the study guide questions so you are not hurrying to answer and study all of them at the end. That's what I did and I got overwhelmed and then I got the lowest score I have ever had on a test. But...that was my fault! I should have known better. But seriously...don't wait to do each week's study guide questions....!
- talk to your classmates and make friends! studying is way better when you're not alone.
- Dont fall behind/procrastinate, and make sure to study a week or two prior, and not the few days leading up to the exams.
- To be sucessfull in this class, you are going to have to manage your time really well. Do not just watch the entrance ticket video, read the texts and watch the videos on the resources page,
- Reorganize your dang notes dude and TALK TO PEOPLE
- Use the study guides, read the textbook and take the practice exams. You will do great!
- Make sure you pay attention, study and take a lot of notes.
- Finish the entrance tickets as early as possible! Don't delay them

- "Utilize Riva's office hours! Riva is happy to help you out, she's not just going to give you the answers she'll make you work for it because she wants you to learn and trust me it is more beneficial for you and you'll do better on the exams.
- Do all the entrance tickets and take notes on them, It will make understanding the material much easier and give you a head start for the lecture.
- You can't just show up to class, takes notes, and listen to the lecture you will fail. Active studying is a must. Do well on your first exam and the next two so then you won't have to take the final because she drops your lowest exam grade."
- Go to class, ask questions, and don't stress if you don't get everything right away, Riva is super supportive and explains things well. Use the study guides, do the quizzes, and stay on top of the modules each week. You've got this!
- Do every assignment if possible. Even if some get dropped it'll help if the lowest assignment dropped was a 3 instead of a 0.
- Riva is an awesome teacher and provides great resources for her class. Don't be afraid to use them!
- "Do the entrance tickets. The points add up, and sometimes they can save you on quizzes or in lectures if you've fallen behind on course content.
- Riva gives you a lot of different resources to learn and study biology, so don't be afraid to try new things! This is absolutely a class where you can experiment with how *you* learn best"
- "Don't be shy and use the office hours if you're stuck!! (something i wish i done)"
- Study
- Watch the entrance tickets and take notes, they really help you keep up in lecture and come prepared.
- Pray and take notes during lecture. Watch the most entrance tickets you can and take good notes on them. Do all your assignments and talk to people in class and lab.
- Try to memorize and understand on a deeper level all of the material that comes with every study guide that is provided.
- Try to do a little each day to avoid last minute studying . Rivas videos help with understanding overall topics, and the book was useful when needing more clarity. I used both to help answer the study guide questions which were very helpful on exams. You got this!

Important Dates

Day Class Begins: Mon 8/18

Last Day to Add without instructor's approval: Sun 8/24

Last Day to Drop with a refund: Sun 8/31

Last Day to Add with instructor's approval and add code: Sun 9/7

Last Day to Drop without a 'W' symbol: Sun 9/7

Midterm progress indicators posted in student portals: Mon 10/20 - Sun 11/16

Last Day to Drop with a 'W' symbol: Sun 11/16

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

Day Of Last Class Session: Wed 12/10

Day of Cumulative Final Exam: Wed 12/17 (10am)

Last Day final grades can be posted: Fri 1/2 (may show in your portal as late as Sat 1/3)

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 10 in case I am not able to accommodate your schedule.

If you miss an exam

A makeup lecture or lab 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 lecture exam is dropped. 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.

If you miss a quiz

2 quizzes are dropped. If you have already missed 2 quizzes and you miss a 3rd, you may schedule a time to take the 3rd quiz with me in person during student hours. Additional missed quizzes cannot be made up - this is to protect my time.

If you miss an entrance ticket

There are no makeups for entrance tickets because their purpose is to prepare for that lecture session, but 6 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 written response question

If you miss one of our written response days you can schedule a time to come to student hours to make it up as long as you can do so within 1 week. I may not be able to return your written response to you in time for you to get feedback before the revisions day. If you are unable to make up the written response, but you are present the day we do revisions, you can complete the written response that day.

If you miss a lab or our class discussion day

You may be able to attend my other section's lab on a given day if you are able to plan ahead or contact me quickly to schedule this (but this may not be possible due to space constraints). There are no makeups for labs, but 2 are dropped. I advise you to complete every lab you can so that you have extras in case you miss a lab, forget to do the pre-lab questions, or need to come late or leave early.

If you miss your assigned note-taking day

You can reschedule one missed note-taking day. Send me (Riva) a canvas message and I will add you to the schedule on another day.

Excessive absences

During the semester, if you miss 10 combined hours of class time (lectures are 1.5 hours, labs are 2 hours) I may drop you from the course. Communicate proactively to avoid this.

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
- if you have known scheduling conflicts communicate proactively with me to find solutions before the missed sessions
- 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:

- use the posted notes and resources to answer the relevant study questions
- plan to attend tutoring or student hours for help with study questions you're struggling with
- 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 wand will not count towards your number of attempts in the course.

Here is a link for scheduling a counseling meeting: Meet with a counselor

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 directions. Quotes, even if properly attributed, are not permitted in any assignment unless otherwise specified in the assignment details.

No credit will be earned for assignments, quizzes, or exams that are not entirely your own unique work (except where specified in the assignment directions).

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 student 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

I may report students who submit work that is not their own original, unique work. See the procedures by following links on this page:

- SRJC's policy on Academic Integrity

Artificial intelligence (AI) 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 or highly similar 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. Curious about this idea? Read this Scientific American blog post.

Tentative course schedule

Readings, topics, and due dates for the semester. This schedule may change and if it does I will send a course announcement. I will update the schedule page, but will not update the schedule here. Make sure to look at this page for the most recent version: Tentative Course Schedule

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.

Most lectures will have a short Plicker quiz.

Course schedule

	day	date	lecture topic	lab topic	pre-lab work	reading	other in-lecture work	other work due at the start of the week	Other SRJC events
1	M	8/18	Core concepts and COVID	none	none	Ch. 1.1, 1.2	learn to use plickers	getting started module	
	W	8/20	The human immune system	none	none	Ch. 17.1-17.4	quiz 1		
2	M	8/25	Atoms and small molecules	none	none	Ch. 2.1, 2.2	quiz 2	lab group preferences survey 1	

Course schedule

	day	date	lecture topic	lab topic	pre-lab work	reading	other in-lecture work	other work due at the start of the week	Other SRJC events
	W	8/27	Biological polymers	none	none	Ch. 2.3	quiz 3		
3	W	9/3	Cells	1, 2: What is science	none	Ch. 3.1-3.3	quiz 4		
4	M	9/8	Membrane transport	3: water properties	pre-lab questions lab 3	Ch. 3.4-3.6	quiz 5		
	W	9/10	Cellular respiration	4: water properties	completed handout	Ch. 4.1-4.5	written response: membrane transport		
5	M	9/15	Photosynthesis	5: enzymes	pre-lab questions lab 5	Ch. 5.1-5.3	quiz 6		
	W	9/17	Review	6:enzymes	pre-lab questions lab 6	none	written response revisions, practice exam		
6	M	9/22	Lecture exam 1: end of Unit 1	2: How to design an experiment, lab exam review	dependent variable and predictions in the first chart of the lab	none	none	lab group preferences survey 2 **Unit 1 closes, 1pm**	

Course schedule

	day	date	lecture topic	lab topic	pre-lab work	reading	other in-lecture work	other work due at the start of the week	Other SRJC events
	W	9/24	Human respiratory and circulatory systems	lab exam 1	none	Ch. 16.3	none		
7	M	9/29	The carbon cycle	7: cell resp	pre-lab questions lab 7	Ch. 20.1, 20.2	quiz 7	self assessment 1	
	W	10/1	Class discussion day: climate change	8: photosynthesis	pre-lab questions lab 8	Articles	quiz 8		
8	M	10/6	Mitosis	9: dissecting	pre-lab questions lab 9	Ch. 6.2-6.4, 9.2	none		
	W	10/8	Protein synthesis	10: compound	pre-lab questions lab 10	Ch. 9.1, 9.3-9.4	quiz 9		
9	M	10/13	Gene regulation	10: compound, microscope quiz, Case study 1: Caterpillars	practice mic quiz	Ch. 9.5	quiz 10	Success activity reflection	
	W	10/15	Biotechnology	11: mitosis	pre-lab questions lab 11	linked websites, Ch. 10.2	quiz 11		
10	M	10/20	Meiosis	Case study 2: Moderna trials	none	Ch. 7.1-7.3	quiz 12	lab group preferences survey 3	

Course schedule

	day	date	lecture topic	lab topic	pre-lab work	reading	other in-lecture work	other work due at the start of the week	Other SRJC events
	W	10/22	Inheritance	lab exam 2	none	Ch. 8.1-8.3	written response: genetic modification		
11	M	10/27	Microevolution	12: meiosis	pre-lab questions lab 12	Ch. 11.1-11.2	quiz 13		
	W	10/29	Review	13: mendelian	pre-lab questions lab 13	none	written response revisions, practice exam		
12	M	11/3	Lecture exam 2	14: non-mendelian	pre-lab questions lab 14	none	none	**Unit 2 closes, 1pm**	
	W	11/5	Macroevolution	15: natural selection beans	pre-lab quiz	Ch. 11.3-11.5, 12.1-12.2	none		
13	M	11/10	Prokaryotes and protists	morning lab: field trip, Ellis Creek Water Treatment Facility afternoon lab: Case study 3: cricket calls	morning: pre-trip assignment afternoon: none	Ch. 13.1-13.3	quiz 14	self assessment 2	
	W	11/12	Fungi	16: natural selection cards	pre-lab questions lab 16	Ch. 13.4	quiz 15		

Course schedule

	day	date	lecture topic	lab topic	pre-lab work	reading	other in-lecture work	other work due at the start of the week	Other SRJC events
14	M	11/17	Plants	17: protists, microscope quiz retake	pre-lab questions lab 17	Ch. 14.1-14.4	quiz 16		
	W	11/19	Animals	18: plants	none	Ch. 15.1-15.6	quiz 17		
15	M	11/24	Population and community ecology	19: sheep eye	none	Ch. 19.1-19.4	quiz 18		
	W	11/26	Ecosystem ecology	Case study 4: rhizobia	none	Ch. 20.1-20.4	written response: evolution		
16	M	12/1	Guest lecture	morning lab: Case study 3: cricket calls afternoon lab: field trip, Ellis Creek Water Treatment Facility	morning: none afternoon: pre-trip assignment	Article	guest lecture assignment		
	W	12/3	Review	lab exam 3	none	none	written response revisions, practice exam		
17	M	12/8	Lecture exam 3	none	none	none		**Unit 3 closes, 1pm**	
	W	12/10	Championship Games	none	none	none			
18	W	12/17	Final exam (10am-12:45pm)	none	none	none		self assessment 3, post-	

Course schedule									
	day	**date**	**lecture topic**	**lab topic**	**pre-lab work**	**reading**	**other in-lecture work**	**other work due at the start of the week**	**Other SRJC events**
								semester survey	

You can look up the Spring 2025 final exam schedule for all your courses, by start day/time here: Fall 2025 final exam schedule

To Syllabus with links to syllabus sections