Biology 10, Introduction to Principles of Biology
Sections 6338, 7638 - Full Course Syllabus

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

You can find a downloadable pdf here: Spring 2026 Bio 10 syllabus

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)

In my office 662, in the office suite across the hall from our lecture room.

Walk-in help, no appointment necessary, other students may be there as well

1/12-1/21, and 5/11-5/13 (weeks we have no lab)

- 2:30-3:30pm Monday, Wednesday
- 12-1pm Tuesday, Thursday

1/26-5/6 (weeks we have lab)

- 9:30-10:30am Monday, Wednesday, Thursday

15 minute 1 on 1 appointments, or a study group can make an appointment together

To make an appointment for a private meeting, send me a Canvas message at least 48 hours before the appointment time (ex. by Monday at 9am for a Wednesday 9am appointment time).

- 9-9:30am Wednesday
- 3-4:30pm Thursday

What are student hours/office hours for?

Student walk-in 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
- 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

If you have a sensitive matter to discuss, like an interpersonal problem with a classmate or an accommodations concern, I recommend making a 1 on 1 appointment.

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, 2026
- The cover should have "SKU Bio10-C02" in the lower right corner
- The cover should have a picture of a mushroom on it (NOT a purple flower), as shown in the picture below.
- ISBN to be determined

Financial hardship

If it is difficult for you to pay for the required materials (lab manual) 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
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
20 Labs, 2 field experiences (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

Breakdown of points for the semester

Assignment/assessment	Description	Grading type	Revisions?	Points	% of your final grade
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, bonus questions included on each exam	200	20
19 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, 3 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

Breakdown of points for the semester

Assignment/assessment	Description	Grading type	Revisions?	Points	% of your final grade
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**xceeds expectations, **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 skills demonstration	5
Exams	Lecture exams, Lab exams, Quizzes	66

Course Outline Grade Categories

Course Outline Category	Assignments & Assessments	% of your grade from that category
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, though some assessments have bonus questions and there are several revisions opportunities. 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 5/15. Once you decide to go for P/NP, you cannot change back to a letter grade. If you are taking this course as part of a certificate program, you can probably still take the class P/NP. Check with a counselor to be sure.

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

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

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)

- quizzes (3 dropped)
- Entrance tickets (6 dropped)

Late policy

Many assignments will be completed during class time (ex. 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 -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.	-Do the pre-lecture assignment -Read the study questions -Watch the videos or do the reading on that lecture's resource page	-Do the pre-lecture assignment -Read the study questions
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	-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

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
	-Identify which lecture notes will be helpful for the lab and bring them with you to 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 Fall 2025 students had to say to you, in their unedited words.

- Do the study guides they really help

- Stay on track with the study guides
- Use every resource and don't procrastinate
- If you put in the effort you can pass tests really don't determine your grade like in other classes with other instructors.
- theres a solid chance if you just go to the student center especially before an exam that you'll find other students from your class there that you can study with and it will be very very helpful
- Make sure to study every lecture because if you do the exams will be pretty straightforward.
- Read the chapter prior to class.
- Make your own analogies about the lesson.
- Pay attention in the lecture and you will pass
- My advice for students taking Bio 10 next semester is to do the pre lab questions everyday before class. I would also say use the tutorial center for help and work on the study guides as you go instead of right before the test.
- Keep up with the course load and go to office hours if you can. If you can't, the study guide is such a good resource to help you stay on track. Become familiar with your lab partners and lecture neighbors, its really helpful feeling comfortable asking your peers questions.
- A piece of advice I would give incoming Bio 10 students is to do your best to answer the study guide questions before each lecture because it actually helps you understand the topics in class. You learn on your own first, and whatever you still don't understand will for sure be covered in class.
- Do the practice quizzes every week, review and reorganize your notes, and use the study guides! Study groups are also helpful for exam prep.
- That as long as you pay attention and participate in the class you'll set yourself up for success.
- Try your best on her quizzes, and make sure to attend every lab.
- Study a week minimum before exams and lean on your classmates for fully understanding the material!
- In order to succeed in Biology 10 with Riva, I suggest to make sure you pay attention and engage in class and retake the practice quizzes before tests. She’s a great teacher, so as long as you do that, it’ll be easy to remember the information.
- Make sure to actively pay attention in class.
- Biology is difficult but it feels possible when just the right amount of effort is put into it. Riva provides awesome opportunities for learning and resources for full comprehension of concepts.
- Watching the entrance tickets allows for a sense of ,control when it comes to entering lecture as you have an idea of what will be reviewed, so once you’re there it won’t feel as intimidating.
- Showing up to lab and getting a in person experience doesn’t compare to online, it’s really interesting to see what’s being discussed in lecture then being able to perform it in lab!
- Make sure to review study guides throughout the semester, it will help studying feel less overloaded
- Completing this class can feel rewarding so don’t give up!
- Don’t fall behind on the material, try to understand everything as you are being taught it.
- Watch the videos on the content pages before the lecture about them, it will help so much!!
- Don't be afraid to nerd out on science, if you find a thread that's interesting on something in class follow it.
- Look for the repeating concepts (surface area to volume/structure function), it helps with understanding material and tests.
- Make friends in class.
- Focus during lecture, everything Riva says has a purpose, and will be on exams or quizzes.
- Find your people in class; they will help you through everything.
- You will have a lot more fun in the course if you are outgoing and ask questions!
- It’s crucial that you find a good group of people to work through things with!
- The resource page is very helpful and interesting. highly recommend watching all of the extra resource videos and taking notes on them, it really helped me keep up and understand everything fully.

- Use the study guides for EVERY EXAM (they'll save you), go to office hours for help, and don't be afraid of being confused, Riva is always there for you :)
- Look back at the slide shows Rivas posts!! They really help to under topics better especially with the extra stuff at the end usually.
- Make sure you study for the exams and ask for help when needed!
- I would advise staying on track with smaller point assignments as they add up and can really help make a difference if you struggle with bigger assignments!
- Stay on top of the study guides and answer the questions for them as you go along. Do not wait last minute !
- My advice is find a group of classmates that are willing to help you study and make time to read the material or watch the videos you supply them on the resources page its extremely vital in being a successful biology student. Riva is the best bio 10 professor you're in great hands best of luck and have fun.
- To attend every class. If you miss one class, you might fall into a cycle of missing more or feel that, because you are now behind, there is no way to catch up. Also, make sure you are sitting next to students who want to succeed and are prepared for class, because when it comes to quizzes, they are a great help.
- Do the entrance tickets and write down notes. The entrance tickets might seem like they aren't worth many points but they add up and they could really help your grade.
- Take every word Riva says and store it into your brain. This will be a big help when taking tests and reviewing work. Also her jokes are 10/10

Important Dates

Day Class Begins: Mon 1/12

Last Day to Add without instructor's approval: Sun 1/18

Last Day to Drop with a refund: Sun 1/25

Last Day to Add with instructor's approval and add code: Sun 2/1

Last Day to Drop without a 'W' symbol: Sun 2/1

Midterm progress indicators posted in student portals: Mon 3/23 - Sun 4/19

Last Day to Drop with a 'W' symbol: Sun 4/19

Last Day to Opt for Pass/No Pass: Fri 5/15

Day Of Last Class Session: Wed 5/13

Day of Cumulative Final Exam: Wed 5/20 (10am)

Last Day final grades can be posted: Fri 5/29 (may show in your portal as late as Sat 5/30)

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 1/18 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 1/18 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

3 quizzes are dropped. If you have already missed 3 quizzes and you miss a 4th, you may schedule a time to take the 4th quiz with me in person during student hours, but you will not have the benefit of discussing your answers with classmates. 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 and before the review session in which revisions take place. I may not be able to return your written response to you in time for you to get feedback before the revisions day.

You will not be able to discuss your answers with classmates. 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 the written response revisions day you can try to schedule a time to come to my office for revisions time, but I do not guarantee my availability.

If you miss a lab

You may be able to attend my other section's lab or another instructor'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. This is not possible if you miss the final note taking day for the course.

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 may drop you from the course regardless of communication to meet SRJC guidelines.

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. THE SCHEDULE WILL ONLY BE UPDATED ON THE SYLLABUS → TENTATIVE COURSE SCHEDULE PAGE

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	1/12	Core concepts and COVID	none	none	Ch. 1.1, 1.2	learn to use plickers	getting started module	
	W	1/14	The human immune system	none	none	Ch. 17.1-17.4	quiz 1		notify Riva by canvas message of schedule conflicts with any

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
									exams by 1/18
2	W	1/21	Atoms and small molecules	none	none	Ch. 2.1, 2.2	quiz 2	lab group preferences survey 1	
3	M	1/26	Biological polymers	1: What is science?	none	Ch. 2.3	quiz 3		
	W	1/28	Cells	3: What are the properties of water?	pre-lab questions lab 3	Ch. 3.1-3.3	quiz 4		
4	M	2/2	Membrane transport	4: water properties continued	completed handout	Ch. 3.4-3.6	quiz 5		
	W	2/4	Cellular respiration	2: How do you design an experiment?	dependent variable question and predictions in the first table	Ch. 4.1-4.5	written response: membrane transport		
5	M	2/9	Photosynthesis	5: What is an enzyme?	pre-lab questions lab 5	Ch. 5.1-5.3	quiz 6		
	W	2/11	Review	to be determined	to be determined	none	written response revisions, practice exam		

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
6	W	2/18	Lecture exam 1	6: Do environmental conditions affect enzymes?	pre-lab questions lab 6	none	none	**Unit 1 closes, 1pm**	
7	M	2/23	The carbon cycle	to be determined	to be determined	Ch. 20.1, 20.2	none	self assessment 1, lab group preferences survey 2	
	W	2/25	The human circulatory system	Lab exam 1	none	Ch. 16.3	quiz 7		
8	M	3/2	Mitosis	8: What is the relationship between cellular respiration and CO_2?	pre-lab questions lab 8	Ch. 6.2-6.4, 9.2	quiz 8		
	W	3/4	Protein synthesis	7: What is the relationship between photosynthesis and CO_2?	pre-lab questions lab 7	Ch. 9.1, 9.3-9.4	quiz 9		
9	M	3/9	Gene regulation	9: How do scientists observe the natural world?	pre-lab questions lab 9	Ch. 9.5	quiz 10	Success activity reflection	

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	3/11	Meiosis	10: How do I use the compound light microscope?	pre-lab questions lab 10	Ch. 7.1-7.3	quiz 11		
10	M	3/23	Inheritance	10: compound microscope continued, microscope skills demonstrations	practice microscope quiz	Ch. 8.1-8.3	quiz 12		
	W	3/25	Human reproductive system	11: How do cells divide by mitosis?	pre-lab questions lab 11	Ch. 43.1-43.3 of 2e textbook	written response: gene regulation		
	M	3/30	Biotechnology	to be determined	to be determined	linked websites, Ch. 10.2	quiz 13	lab group preferences survey 3	
11	W	4/1	Review	Lab exam 2	none	none	written response revisions, practice exam		
12	M	4/6	Lecture exam 2	12: How do cells divide by meiosis?	pre-lab questions lab 12	none	none	**Unit 2 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	4/8	Microevolution	13: How does Mendelian inheritance work?	pre-lab questions lab 13	Ch. 11.1-11.2	none		
13	M	4/13	Macroevolution	14: How does non-Mendelian inheritance work?	pre-lab questions lab 14	Ch. 11.3-11.5, 12.1-12.2	quiz 14	self assessment 2	
	W	4/15	Prokaryotes and protists	15: How can we model natural selection?	pre-lab quiz	Ch. 13.1-13.3	quiz 15		
14	M	4/20	Fungi	16: How else can we model natural selection?	pre-lab questions lab 16	Ch. 13.4	written response: evolution		
	W	4/22	Plants	17: What are protists? Microscope skills demonstration retakes	pre-lab questions lab 17	Ch. 14.1-14.4	quiz 16		
15	M	4/27	Animals	18: What are plants?	none	Ch. 15.1-15.6	quiz 17		

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	4/29	Population and community ecology	19: What are the parts of the eye?	none	Ch. 19.1-19.4	quiz 18		
16	M	5/4	Ecosystem ecology	to be determined	to be determined	Ch. 20.1-20.4	quiz 19		
	W	5/6	Review	Lab exam 3	none	none	written response revisions, practice exam		
17	M	5/11	Lecture exam 3	none	none	none		**Unit 3 closes, 1pm**	
	W	5/13	Championship Games	none	none	none			
18	W	5/20	Final exam (10am-12:45pm)	none	none	none		self assessment 3, post-semester survey	

You can look up the Spring 2026 final exam schedule for all your courses, by start day/time here: Spring 2026 final exam schedule

To Syllabus with links to syllabus sections