

## Texas A&M University Central Texas

### BIOL 3400 Introduction to Biology

#### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Angela Parsons, M.S.

**Office:** 419 Warrior Hall

**Phone:** 512-695-1612

**Email:** [aparsons@tamuct.edu](mailto:aparsons@tamuct.edu)

**Office Hours:**

I am available by appointment. As an adjunct instructor I will not be maintaining office hours but will be more than glad to set up visits either before or after class. I encourage you to either call, text or e-mail me so we can find a time that is mutually convenient.

**Mode of instruction and course access:**

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

The course meets face to face two times a week, and each student is expected to be prepared for class by reading the chapter thoroughly and completing the assigned homework, so if asked to explain or discuss a topic, he or she will be able to do so confidently.

**Student-instructor interaction:**

I will check my email twice a day, but if you have an urgent question or would like to schedule a time for help, call or text me.

**911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

#### COURSE INFORMATION

**Course Overview and description:**

Gain an understanding of basic principles and unifying concepts in biology. Topics include scientific inquiry, basic biochemistry, cell structure and function, genetics, evolution, diversity of life, and anatomy and physiology. For non-biology majors. Laboratory sessions will provide

experience with selected biological principles and practices. Three hours of lecture and three hours of laboratory each week

### **Course Objective:**

#### *Student Learning Outcomes*

#### *Students will:*

- a. receive a sound basis of history, current scientific theories, and knowledge. (TExES EC-6 Science Standard IV, VI, IX)
- b. be able to understand the process and application of scientific inquiry. (TExES EC-6 Science Standard III)
- c. understand the connections between various areas of research, such as medicine and environmental science, evolution, climate change and biodiversity. (TExES EC-6 Science Standard VII, XI)
- d. use proper laboratory techniques and safety practices when working with equipment and technology. (TExES EC-6 Science Standard I, II)
- e. understand the connections between various "levels" of nature, from microbes to ecosystems. (TExES EC-6 Science Standard IV, IX)
- f. be able to critically analyze new findings in research areas and why results are often contradictory.
- g. comprehend how societal actions (practices, laws, etc.) impact biological processes. (TExES EC-6 Science Standard VII)
- h. be able to apply biological concepts to their own field of study. (TExES EC-6 Science Standard IX)

#### **Required Reading and Textbook(s):**

- a. Mader, S. 2014. Essentials of Biology, 4th Ed. McGraw Hill. ISBN: 978-0078024221
- b. Adams, B.J. and J.L. Crawley. 2013. Van De Graff's Photographic Atlas for Biology Laboratory 7<sup>th</sup> Ed. Morton Publishing Company. ISBN: 978-1617310584

*I expect you to read the corresponding chapters in your textbook before coming to class.*

### **COURSE REQUIREMENTS**

#### **Mandatory Laboratory Safety Training:**

- All students are **required** to take the mandatory Laboratory Safety Training Module - found on in your [Modules tab](#) in CANVAS.
- You must take the training and **bring the signed "Safety Agreement Form"** to your instructor before you are allowed in lab!!!
- This is **YOUR RESPONSIBILITY** - any lab absences because you have not taken the training will be considered **unexcused!**

#### **WEEKLY COURSE OUTLINE AND CALENDAR (subject to change)**

1. Week of August 27
  - a. Lecture Topic: Introduction and Chemical basis of life
    - i. Chapters 1 and 2 Mader

- b. Laboratory: Laboratory check in and #1 Scientific method and #2 Microscopy
- 2. Week of September 3 (No class on Monday, Labor Day)
  - a. Lecture Topic: Organic molecules of life and Inside the cell
    - i. Chapters 3 and 4 Mader
  - b. Laboratory: #3 Macromolecules
- 3. Week of September 10
  - a. Lecture Topic: Inside the cell and Dynamic cell
    - i. Chapters 4 and 5 Mader
  - b. Laboratory: #4 Membrane Transport
- 4. Week of September 17
  - a. Lecture Topic: Dynamic cell and Exam I
    - i. Chapter 5 Mader
  - b. Laboratory: #5 Natural selection pts 1 and 2
  - c. Assignment: *Current event #1 due*
- 5. Week of September 24
  - a. Lecture Topic: Energy for life and Energy for cells
    - i. Chapters 6 and 7 Mader
  - b. Laboratory: #6 Cellular Respiration and #7 Photosynthesis
- 6. Week of October 1
  - a. Lecture Topic: Cellular reproduction and Sexual reproduction
    - i. Chapters 8 and 9 Mader
  - b. Laboratory: #8 Mitosis and Meiosis
- 7. Week of October 8
  - a. Lecture Topic: Patterns of inheritance and DNA
    - i. Chapters 10 and 11 Mader
  - b. Laboratory: #9 DNA structure, Single gene human characteristics, and Forensic application
- 8. Week of October 15
  - a. Lecture Topic: Finish DNA or review (Monday) and Exam II (Wednesday)
    - i. Chapters 11 Mader
  - b. Laboratory: Cracking the code video (<https://www.youtube.com/watch?v=yo4XVhgM2pc>) and worksheet
  - c. Assignment: *Current event #2 due*
- 9. Week of October 22
  - a. Lecture Topic: Evolution
    - i. Chapters 14, 15, and 16 Mader
  - b. Laboratory: #10 Classification and evolution
- 10. Week of October 29
  - a. Lecture Topic: Microorganisms
    - i. Chapter 17 Mader
  - b. Laboratory: #11 Domains Bacteria and Archaea, #12 Protista, #13 Transmission of disease
- 11. Week of November 5
  - a. Lecture Topic: Plants and fungi

- i. Chapters 18 Mader
  - b. Laboratory: #14 Bacterial Transformations and Handout
- 12. Week of November 12
  - a. Lecture Topic: Animals and Exam III (No class on Monday, Veterans Day)
    - i. Chapters 19 Mader
  - b. Laboratory: #15 Plant phyla overview
  - c. Assignment: *Current event #3 due*
- 13. Week of November 19
  - a. Lecture Topic: Animal structure and function
    - i. Chapter 22 Mader
  - b. Laboratory: No labs this week
- 14. Week of November 26
  - a. Lecture Topic: Animal structure and function: Control systems
    - i. Chapters 27 Mader
  - b. Laboratory: #16 Animal Phyla and #17 Rat dissection
- 15. Week of December 3
  - a. Lecture Topic Animal structure and function: Control systems
    - i. Chapters 27 Mader
  - b. Laboratory: Handout: Nervous system and Check out
  - c. Assignment: *Current event #4 due*
- 16. Week of December 10
  - a. Non-comprehensive Final Exam
  - b. Assignment: *Nature Journal due*

### Course Assessments:

- 55% Four lecture exams
- 10% Current Event papers
- 10% Nature Journal
- 20% Laboratory reports
- 5% Weekly laboratory quizzes
- 5% Participation

### Current Event Summary Assignment

*Introduction:* Biology is all around us and affects us every day in more ways than you realize. It is vital to understand the importance of what we learn in the classroom and how it affects us in the real world (to answer the question “why are we studying this?”). Cutting edge research is being conducted all over the world to help us to understand our world at large, live healthier lives, and have cooler technological gizmos, just to name a few.

Your assignment is to search the news and find a current article (no more than one year old) that relates to what we are discussing in class right now. Be sure that your article is current research news, do not give me an encyclopedic article – I will not accept it (if you’re not sure, ask me).

Limit your article to our current topic (topics within 3 weeks of date). To start, try the science pages of various newspapers such as New York Times, Science Daily, and Christian Science Monitor; there are a plethora of sources out there just waiting for you. This assignment should not be much more than a double spaced, typed page. I will be grading you on the following criteria so be sure you answer in a well thought out way.

You need to do the following:

1. Summarize, in your own words (not theirs), what the article is about
2. Why is the subject of this article important (i.e. to you, your students, the public, etc..)?
3. Is this scientifically correct, is it pseudoscience? Why or why not
4. How does this relate to what you are learning in class – be specific!
5. Attach a copy of the article

## Nature Journal

*Introduction:* To truly appreciate biology, you should observe nature and how organisms interact with each other. Especially during the change of the seasons, it is fascinating to watch how the world changes around you. Therefore, your task (if you can really call it a task, it's more fun!) is to keep a journal of your observations in nature.

*Materials and Methods:* Small notebook for observations, Pen; Optional items: Binoculars, Field guides

Starting this week, take a 30 minute walk outside in a quiet area (or you can pick a secluded spot and sit). This can be on campus or in another peaceful area. Please be sure that you pick a (safe) place that you can see plants and animals interacting with their environment (e.g. a shopping mall isn't the best place to observe nature). You can go by yourself or with a friend, but to really get something out of this exercise you will want to refrain from long conversations, which can be distracting. You should go to the same place each week at about the same time of the day. You will have a total of at least 6 weekly entries; do not observe more than once/week.

*Information to Record:*

1. Location
2. Day
3. Time
4. Weather (sunny, cloudy, temperature, is it humid, is there a wind?)
5. Record what changes take place from week to week in your area. Answer the following questions as you are writing.
  - a. What organisms are present?
  - b. What are they doing?
  - c. Are there more or less than last week?
  - d. How do the trees look? The wildflowers?
  - e. How do you feel?

I expect that you will write this in paragraph form and bring into your observations points from lecture (i.e. photosynthesis, genetics, evolution...). I also expect at least 1 page per entry. You will be graded on completeness. The more you put into this, the better your grade... Remember, this is your journal. I hope you will keep this and look back on it someday

## Criteria Rubric and Conversion

### *Grading scheme*

**A 4.00 (90 +)** Achievement that is outstanding relative to the level necessary to meet course requirements.

**B 3.00 (80-89%)** Achievement that is significantly above the level necessary to meet course requirements.

**C 2.00 (70-79%)** Achievement that meets the course requirements in every respect.

**D 1.00 (60-69%)** Achievement that is worthy of credit even though it fails to meet fully course requirements.

**F 0.00 (<60%)** Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I"

(incomplete).

**I (Incomplete)** The “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an “I” requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. For graduate and professional students, an “I” is to remain on the transcript until changed by the instructor or department. For all other students, work to make up an I must be submitted within one year of the last day of final examinations of the term in which the “I” was given; if not submitted by that time, then the “I” will automatically change to an F. *To obtain an incomplete you must have been doing passing work in the course*

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Read these carefully as I am strict with my policies.

**Grading Policy and Point Breakdown.** Grades in this course will be criteria-based on a number of activities including exams, discussion, and projects. This means that grades will not be curved and anyone achieving a 90% or above will receive an A in this course.

**Grade Dispute Policy.** Grading disputes must be put in writing (with justification such as supporting statements from the text or another credible source) and given to me no earlier than 24 hours after the assignment has been returned. I will consider your request carefully, but reserve the right to adjust your grade up or down.

**Labs.** The weekly lab points will consist of 2 items; a lab quiz and a lab report. The lab quiz will be based on the current week’s laboratory exercise to be sure that you have read your lab book before coming to lab. Quizzes will be distributed at the beginning of class. To be fair to the students who arrive to lab on time, if you arrive after the quiz has been distributed, you miss the quiz. No exceptions regardless of excuse. A maximum of 3 absences will be allowed; additional absences in lab will result in an “F” for the entire course, regardless of excuse.

**Assignments.** These will be varied in nature, but will consist of activities that cause the students to reflect upon the state of knowledge of the topic of the week, how that topic is perceived in the media, and/or analysis of specific research projects relevant to the subject. All assignments are to be turned in, on time (i.e. at class time on due date), to the Canvas website. I will distribute instructions on how to do this. I will not accept e-mailed assignments of any kind.

**Late Assignments.** I expect all assignments to be turned in on time. Late assignments interfere with my ability to provide timely, detailed feedback, as well as with your ability to learn and process new material. Accordingly, any unauthorized late assignment will receive a 5% reduction in grade for each day it is late. No assignments will be accepted after it has been graded and returned.

**Exams.** The exams will be a mixture of matching, multiple choice and short answer, designed to provoke reflection, critical thought, and application of knowledge. You will receive a list of several sample or real exam questions ahead of time. You are encouraged to prepare for the exam by reviewing reading materials, outlining a draft of a response, and discussing these thoughts with your peers. You will then demonstrate your individual, integrated thoughts on the topic in a closed-book exam during the class period.

**Missed exams.** If you know you will miss an exam, please contact me BEFORE the exam. I will gladly give make-up exams if the student has an unavoidable reason for missing the exam (i.e. death in the family, severe illness). Keep in mind that I will expect documentation of your

reason for missing the exam (e.g. doctor's note, obituary notice). Exams must be made up within a week of the original scheduled date, no exceptions regardless of excuse.

**What I expect of you.** To get the most out of this class, you are expected to conduct yourself in a professional manner, which includes contributing to class discussions, being punctual, and notifying me of absences in advance.

**Class Attendance.** I expect that you attend each class session and arrive on time. If an unavoidable situation arises that prevents you from attending class, I expect that you also promptly contact me to discuss the missed material and get the notes from a classmate. I will not distribute my notes to students as they are often abbreviated and do not contain the detail needed to sufficiently understand the material.

**What you can expect of me.** You can expect me to start and end class on time, be available through office hours, e-mail, and by appointment, be responsive to student suggestions for course improvement, answer questions to the fullest extent possible and/or direct you to appropriate resources, return graded assignments and exams within a reasonable time frame, and treat you with respect as future colleagues.

**Discussion.** The topics in this class encompass a diversity of issues that merit in-depth thought and discussion. Since individuals will be expressing their opinions, I expect that you will respect others' contributions, as you would want them to do for you.

**Credits and Workload expectations.** For undergraduate courses, one credit is defined as equivalent to an average of two hours of learning effort per week (over a full semester) necessary for an average student to receive an average grade for the course. A student taking a four-credit class that meets for four hours a week should expect to spend an additional eight hours a week outside the classroom in order to earn an average grade.

**Class Structure.** Classes will involve a balance of active lecture and engaging learning activities. I believe that students learn the theories and concepts much better when they have an active role. I know that this may be new to some of you, but please keep an open mind and I know that you will get more out of this class because of it.

**Drop Policy.** If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**Academic Integrity.** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct.

Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Access & Inclusion.** At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. Please visit their website <https://www.tamuct.edu/departments/access-inclusion/> for more information. Any information you provide is private and confidential and will be treated as such.

**Tutoring.** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. For tutor schedules and contact information, please visit the [Office of Academic Support](#). If you have a question regarding tutor schedules, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu)

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Canvas account and click "Online Tutoring."

**University Writing Center.** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 11am-6pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate

these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

#### TECHNOLOGY REQUIREMENTS AND SUPPORT

**Technology Requirements:** This course will use the TAMUCT Canvas learning management system.

- Logon to [Canvas](#) to access the course.
- Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password
- Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Canvas dashboard, once you have logged in.

**Technology Support.** For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

- **Email:** [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- **Phone:** (254) 519-5466
- **Web Chat:** <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

#### **Important University Dates:**

August 27, 2018 Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants.

August 27, 2018 Classes Begin for Fall Semester

August 29, 2018 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

September 3, 2018 Labor Day

September 4, 2018 Deadline to Drop First 8-Week Classes with No Record

September 12, 2018 Deadline to drop 16-Week Classes with No Record

October 1, 2018 Deadline for Teacher Education and Professional Certification

Applications (i.e. Principal, Reading Specialist, etc.)

October 5, 2018	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 5, 2018	Student End of Course Survey Opens (First 8-Week Classes)
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester
November 22, 2018	Thanksgiving
November 23, 2018	Thanksgiving
November 30, 2018	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation (5pm)
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends

# BIO 3400 – Introduction to Biology

## Syllabus Contract

### Directions:

- First, read the syllabus.
- Second, read the statement below to confirm your personal reading and understanding of the contents of the syllabus.
- Third, provide confirmation by printing the document and providing your signature and date of completion in the space provided below.
- Last, submit this contract to me. Note that your grade for the first assignment will not be calculated until this contract is received.

I have received a copy of the syllabus. I have read and understand the policies of this course as stated in the syllabus.

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_