

BIOL 3452 - 110, CRN 80358, Principles of Genetics

Fall 2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Course dates: August 24th- December 11th

Warrior Hall, Rm 417 (lecture), Rm 410 (lab)

This is a blended course which meets 50% online

Lecture is online and will be conducted via WebEx synchronously with class time, 1:00 - 2:15 Tuesdays

Lecture meets face-to-face and will be conducted via WebEx synchronously with class time , 1:00 - 2:15 Thursdays,

Laboratory meets face to face 9:30-12:30 Thursdays

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

Online class participation requires a computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

In the event class/laboratory is forced to go 100% online:

Lecture - conducted via WebEx synchronously with scheduled class times

Laboratory - simulations of labs and lab results will be presented on-line and used as the basis for lab reports and assignments.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Mr. Dalton Cross

Office: 419 Warrior Hall

Phone: : 254-479-7855

Email: dalton.cross@tamuct.edu

Office Hours

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

Student-instructor interaction

I will be more than glad to set up visits either before or after class. I encourage you to either call, text or e-mail with questions or concerns or confer with me to find a time that is mutually convenient to meet face to face. I will check email several times daily and attempt to respond as urgently as possible.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have

concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

Explore the mechanisms of inheritance, from bacteria to humans, as well as mutations and phenotypes, Mendelian genetics, population genetics and evolution, and complex inheritance.

Three hours of lecture and three hours of laboratory each week. Prerequisite: BIOL 1407.

Student Learning Outcomes

- A. Relate the structure and function of the DNA molecule to its functional role in encoding genetic material.
- B. Apply the principles of inheritance as formulated by Mendel.
- C. Apply the principles of extensions to Mendelian inheritance, including multiple alleles, lethal alleles, gene interactions, and sex-linked transmission.
- D. Describe normal chromosome number, structure, and behavior in human cells
- E. Understand how to identify and classify mutations in DNA.
- F. Describe the basic aspects of the flow of genetic information from DNA to proteins.
- G. Explain and make deductions about gene regulation with emphasis on the lac operon model.
- H. Deduce the relationship between genetic, physical, and cytogenetic maps.
- I. Illustrate how information generated by genome sequencing projects can be used to discover practical knowledge about gene expression and relationships between species.
- J. Apply the Hardy-Weinberg Law in analyzing population genetics for gene frequency, sex linkage, equilibrium, and heterozygote frequency.

Required Reading and Textbook(s)

- A. Hartwell, Goldberg, Fischer, and Hood. 2018. Genetics: From Genes to Genomes 6th ed. McGraw Hill. ISBN: 978-1-259-70090-3
- B. Mertens, T.L., and Hammersmith, R.L. 2015. Genetics Laboratory Investigations, 14th ed. Benjamin Cummings. ISBN: 978-0-321-81417-3

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

- 30% Three lecture exams
 - Exam 1- SLOs will include B,C,D
 - Exam II- SLOs will include E,F,H,I,J
 - Exam III- SLOs will include I,G,H
- 20% Comprehensive final exam
 - SLOs will include A-J
- 20% Homework Assignments
 - SLOs will include A-J
- 25% Laboratory reports- rubric is at the end of this syllabus

- 5% Participation—includes attendance, discussion, participation

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!

Grading Criteria Rubric and Conversion

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

Posting of Grades

Grades will be posted under the student’s individual log on to Canvas as quickly as possible. There will be no public posting of grades.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

1. Week of August 24

a. Lecture Topic: Genetics: Introduction/Mendel’s Principle of Heredity

i) Chapters 1 and 2

- b. Laboratory: Laboratory Safety and check in, #2 Principles of Probability
- 2. Week of August 31
 - a. Lecture Topic: Extensions to Mendel's Laws
 - i. Chapter 3
 - b. Laboratory: #22 Polygenic Inheritance
- 3. Week of September 7
 - a. Lecture Topic: Chromosome theory of inheritance
 - i. Chapter 4
 - b. Laboratory: #1 Drosophila and Maize
- 4. Week of September 14
 - a. Lecture Topic: Linkage, recombination, and mapping of genes on chromosomes / **EXAM I** (chapters 1-5)
 - i. Chapter 5
 - b. Laboratory: #14 The genetic material: isolation of DNA
- 5. Week of September 21
 - a. Lecture Topic: DNA structure, replication, and recombination
 - i. Chapter 6
 - b. Laboratory: #3 The Chi Square Test
- 6. Week of September 28
 - a. Lecture Topic: Anatomy and function of a gene
 - i. Chapter 7
 - b. Laboratory: #20 Bacterial mutagenesis
- 7. Week of October 5
 - a. Lecture Topic: Gene expression: DNA to RNA
 - i. Chapter 8
 - b. Laboratory: #15 Restriction endonuclease digestion and gel electrophoresis of DNA
- 8. Week of October 12
 - a. Lecture Topic: Digital analysis of genomes
 - i. Chapter 9
 - b. Laboratory: #16 Amplification of DNA Polymorphisms
- 9. Week of October 19
 - a. Lecture Topic: Analyzing genomic variation / **EXAM II** (Chapters 6-9, 11)
 - i. Chapter 11
 - b. Laboratory: #16 Amplification of DNA Polymorphisms / #10 Human Chromosomes

10. Week of October 26
 - a. Lecture Topic: The Eukaryotic chromosome
 - i. Chapter 12
 - b. Laboratory: #4 Mitosis
11. Week of November 2
 - a. Lecture Topic: Chromosomal rearrangements and changes in number
 - i. Chapter 13
 - b. Laboratory: #9 Sex check: A study of sex chromatin in human cells
12. Week of November 9
 - a. Lecture Topic: Bacterial Genetics
 - i. Chapter 14
 - b. Laboratory: #17 Transformation of E. coli
13. Week of November 16
 - a. Lecture Topic: Organellar inheritance / Gene regulation in prokaryotes
 - i. Chapter 15, start Chapter 16
 - b. Laboratory: #23 Hardy Weinberg
14. Week of November 23
 - a. Lecture Topic: **EXAM III** Chapters 12-15/ Thanksgiving Break
 - i. Chapter 16
 - b. Laboratory: No Lab - Thanksgiving break
15. Week of November 30
 - a. Lecture Topic: Gene regulation in eukaryotes
 - i. Chapter 17
 - b. Laboratory: #18 Synthesis of B-Galactosidase
16. Week of December 7
 - a. **Comprehensive Final Exam** will be Tuesday December 8

Important University Dates

Date	Description
August 24, 2020	Classes Begin for Fall Semester
August 26, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
August 31, 2020	Deadline to Drop First 8-week Classes with No Record

Date	Description
September 7, 2020	Labor Day (University Closed)
October 1, 2020	Deadline for Teacher Education Program Applications
October 2, 2020	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2020	Deadline for Clinical Teaching/Practicum Applications
October 16, 2020	Classes End for First 8-week Session
October 16, 2020	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 19, 2020	Add, Drop and Late Registration Begins for Second 8- Week Classes \$25 Fee assessed for late registrants
October 19, 2020	Classes Begin for Second 8-Week Session
October 19, 2020	Class Schedule Published for Spring Semester
October 20, 2020	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 21, 2020	Deadline for Add, Drop and Late Registration for Second 8-Week Classes
October 26, 2020	Deadline to Drop Second 8-Week Classes with No Record
October 30, 2020	Deadline for Graduation Application for Fall Ceremony Participation
November 1, 2020	Deadline for GRE/GMAT Scores to Graduate School Office
November 2, 2020	Registration Opens for Spring Semester
November 6	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2020	Veteran's Day (University Closed)
November 20, 2020	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 26-27, 2020	Thanksgiving (University Closed)

Date	Description
November 27, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 11, 2020	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 11, 2020	Fall Semester Ends
December 11, 2020	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 11, 2020	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 11, 2020	Fall Commencement Ceremony Bell County Expo 7 pm
December 15, 2020	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 15, 2020	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 24, 2020 - January 1, 2021	Winter Break (University Closed)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed.

Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

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 a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parent-

ing students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.–5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00–9:00 p.m. The UWC is also offering hours from 12:00–3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Instructor 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. Student must provide their own laboratory coat. This is to be a disposable lab coat. Lab coats must remain in the laboratory for the duration of the semester. Shoes must not be open toed and be non-permeable to liquids. Long pants must be worn under the coat with socks or high top shoes that do not expose any bare skin of the ankles and calves. The weekly lab points will consist of 2 items; a lab quiz and a written lab report or completion of the exercises in your laboratory manual. 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 either be distributed at the beginning of class or posted online in Canvas on the Monday before the lab and taken down Thursday morning prior to the lab. To be fair to the students who arrive to lab on time, if you arrive after an in class quiz has been distributed, you miss the quiz. No exceptions regardless of excuse. If the quiz is online you must complete it prior to it be taken down from Canvas on the morning of the lab. See lab report rubric at end of the syllabus.

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. There will be a minimum of 3 assignments consisting of chapter questions in the textbook and a 2-3 page report (grading rubric at end of syllabus) on a current genetic topic in the news or literature. 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 up to 3 days and then a 10% reduction. 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. We will attempt to do all lecture exams in person in the classroom although I do not completely rule out the necessity of a proctored online exam if situations warrant. Please see syllabus section on online proctored exams to make sure you have access to the necessary technologies.

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. Exams may have to be made up by arrangement with the TAMUCT Testing Center. I will provide them the exam and any instructions. In the event the exam is an online proctored exam the makeup may be administered that way.

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. This includes classes administered synchronously online. Roll will be taken for both online/in-person classes.

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.

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NOTE! The following Science policies are now in effect:

Lecture Course Exams

1. There will be no bathroom breaks allowed during any exam. Be sure that you address this issue before beginning an exam.
2. All electronics are to be turned off and removed from the exam area (including watches, air pods, phones, etc...).
3. Any student needing to take an exam at a different time as rest of students due to sickness or other accommodations will receive a different version of exam. This includes sickness, special accommodations, etc....
4. All students needing special accommodations must submit an accommodation form from the Office of Access and Inclusion listing the specific accommodations needed. Students are responsible for scheduling their own exam times with the TAMUCT Testing Center.
5. Any student missing an exam in class for any other reason (i.e. illness, death in family, etc....) must provide documentation for missing the exam (e.g. doctor's note, obituary notice, etc....). Exams must be made up within one week of original scheduled date, no exceptions.
6. Any online exams must use a proctoring service (e.g. Proctorio)

How to write up a laboratory report

The general format for a scientific paper will be used in this course. Scientific papers have an introduction, materials and methods, results, discussion and literature cited. Keep in mind that scientists often pay for a paper to be peer-reviewed and published (not the other way around). Peer-review means that all articles are read by other scientists (peers) who make editorial suggestions and ultimately decide whether a paper contains sound research and should be published. Publishing is essential for graduate students and faculty, but costly at \$50-200 per page, thus it is important to write concisely.

The Abstract section:

Should be a brief summary of your entire paper. Use a little from each section to make a clear, cohesive summary. Readers will decide from your abstract whether or not they will continue to read your entire research paper. Limit to 200 words.

The Introduction section:

This section is as short as a few paragraphs or as long as a few pages. It serves to introduce your experiment. Start with general statements and become more specific. The first part of the introduction should set the context for your experiment by briefly providing background information. You should provide background and context, present what information is known from previous studies, and then state what additional information your experiment may provide. Be sure to give proper citations when you state facts or ideas from outside sources (see Literature Cited section).

In the second part of the introduction, you should describe the specific questions you chose to study. State what you did in a general way, e.g., "We investigated the effect of obesity on heart rate by comparing heart rates of fat and thin people after they climbed stairs", but do not give away the specific details of your Methods or Results. Specifically, state your hypothesis at the end of the Introduction.

The Materials and Methods section:

The experiment has been completed by the time you write your report, so use past tense. This section includes a brief outline of the methods used in the experiments. The purpose of this section is to allow other experimenters to duplicate the methods you used, so it should be detailed enough so that someone else could read your report and repeat the experiment. However, you should NOT include trivial details ("we used test tubes that were 10cm long"). Be sure to state how you analyzed your data (e.g. ANOVA, T-test, Chi Square, etc...)

Good Example:

"We exposed cells to 0, 15, 30, or 45 seconds of ultraviolet irradiation (400nm). Cells from each irradiation treatment were diluted to 10^{-3} and 10^{-5} of their original concentration. One ml of each of these dilutions was plated on nutrient agar and incubated overnight. The number of colonies was counted the next day."

Bad Example:

"Our lab bench received cells from treatment #1, and these were serially diluted, so that there were 2 different concentrations of bacteria to count on the petri dishes. Lab bench 2 received cells from treatment 2. These were also serially diluted, resulting in 2 different concentrations

of bacteria to count.”

The Results section:

The results section always starts with normal paragraph (text) format, NOT with tables or figures. You MUST first direct the reader's attention to EACH table and figure before they appear, indicate what they show, and summarize the important data in each.

Good Example of How to Begin the Results:

“The mean IQ of TAMUCT biology students was found to be higher than the mean IQ of Harvard students and of students from many colleges (Figure 1)”.

Bad Example of How to Begin the Results:

“Figure 1 clearly shows the results of the experiment.”

As with all writing, the results should be organized into coherent logically organized paragraphs and sentences. Data are reported in 3 ways:

Text or paragraph form, if there are just a few numbers to report. *Always required!!!!

Figure: a graph, picture, or diagram

***** A figure will have a detailed legend at the bottom *****

Table: something that contains only numbers, and has a detailed legend at the top.

Do NOT discuss the implications of the results in this section, nor attempt to explain why various results occurred. Only the important points of each figure and table should be described in paragraph format; don't reiterate the whole figure.

Raw data is NOT reported in the Results (i.e. the numbers you collect). Readers are usually interested only in summarized data (e.g. means, standard deviations, totals, etc). However, since this is not going to be submitted for publication, you should include any calculations in an Appendix so your professor can detect any errors you may have made.

The Discussion section:

This is usually the most important part of your paper. This is your chance to be original, cleverly interpret the results you obtained and draw general conclusions from them. Information in the discussion should go from the specific to the general. This is a typical order of topics which might occur in the Discussion:

Begin the discussion by briefly stating the major conclusions from the results. Explain what the results mean. Discuss whether the results SUPPORT or do NOT support your original hypothesis (es). Your experiment is really very limited in scope, so DO NOT claim that you have "proven" or "disproven" a hypothesis; you perhaps obtained some small bit of evidence to support a hypothesis, or you provided some evidence which contradicts a hypothesis.

In next paragraph(s) expand your discussion of these results. You should compare them to results from other studies, which you should cite properly.

As the discussion continues it is important to offer some original ideas and interpretations. For example, discuss the implications or your results for the biology of the organism(s). For example, why did the behaviors you observe evolve? You may wish to suggest new experiments which would shed further light on the questions raised by your results.

You may discuss sources of error in the experiment, but your BEST guess is that the results reflect reality. Students often feel that their discussion should consist mainly of an analysis of all the things that went wrong with the experiment. I strongly discourage this approach. Naturally all experiments have some weaknesses, but for the purposes of this exercise assume that your results are reasonable. It is OK to get negative results. You should, however, suggest additional experiments using better or different methods.

Always conclude by relating your experiment and results to larger theory and/or applications. Provide context to why your study is important and how your study can be used to further knowledge in that area.

The Literature Cited section:

This section should list all references mentioned in the text. Unlike English papers and other term papers, we do not use footnotes and we don't include factual material from an encyclopedia without crediting it in the appropriate place. You should not have any books or journals listed in this section unless you have cited the author and year in the text of the paper.

Citing within the text of the paper:

One author: Smith (2017) reported

Two authors: Smith and Jones (2005) observed

More than 2 authors: Smith et al. (2010) examined...

Stating a fact: Trees have leaves (Jones 1997).

In Literature Cited section: all citations used will be listed in alphabetical order

Books: Author (s). Year. Title. Publisher.

Townsend, C. R., M. Begon, and J. L. Harper. 2016. Essentials of Ecology, 3rd Ed. Blackwell Publishing, Oxford.

Internet: Author. Year. Title. HTTP address.

Maddison, D. 2001. The Tree of life web project page. <http://tolweb.org/tree/>

Journals: Author (s). Year. Title. Journal title. Volume. Pages.

O'Neil, R. J. and R. N. Wiedenmann. 1987. Adaptations of arthropod predators to agricultural systems. Florida Entomologist 70: 40-48.

The following hints will improve your writing:

Use the first person (I or we) to write more concisely.

Avoid long run-on sentences. We are trying to write concisely and clearly. Don't use twelve letter words when simpler ones will do just fine.

Use the active voice: "I counted". Not "The number of animals was counted".

Be positive about your results. Say "the data show" instead of "the data suggest".

Genus and species names in Latin are always italicized or underlined. Only the first letter of the genus is capitalized. ex. Homo sapiens, Danaus plexippus, etc...

Number all pages and use the metric system. Write numbers as numerals when they are associated with measurement units (2 km), spell them out for numbers < 10 (five hamsters). In general, DON'T use quotes. Instead, paraphrase the author and cite him/her. Quotes interrupt the flow of your text.

Scientific writing is formal communication. Don't use conversational language, colloquialisms or slang

Some frequently misused/misspelled words:

affect/effect "Effect" is a noun (usually). "Affect" is always a verb. "The effect of their misuse will be that your grade will be affected by subtracting five points".

it's/its "It's" is the conjunction "it is". "Its" is the possessive form

their/there I assume this is just carelessness, proofread your paper.

between/among Between refers to two things, while among refers to more than two.

fewer/less Use "fewer" if you can count the items, "less" if you can't. (less water, but fewer boats)

amount/number Use "amount" if you can't count them, "number" if you can. (The amount of sand and the number of rocks)

oftentimes Drop the "times"; it's redundant.

different from / different than Different from is correct; different than is not.

than/then "than" refers to a comparison – proofread your paper for mix-ups

Always put a zero in front of a naked decimal point (0.12, not .12).

The word data is plural and the word datum singular (i.e. write "data are ...", not "data is...")

Lab Report Grading Rubric:

Abstract (5 max) _____

1. Clear and concise
2. Incorporates all elements
3. Not too verbose

Introduction (20 max) _____

- Theory or topics defined
- Citations are used properly
- Importance for study stated
- Question or hypothesis clearly stated

Materials and Methods (15 max) _____

- Design is clearly stated and replicable
- Only essential information is included
- Mathematical analysis is stated

Results (30 max) _____

- Important trends in the data are reported
- Data are presented using appropriate tables/figures
- Only facts are presented, interpretation saved for discussion

Mathematical analysis of data appropriate

Discussion (30 max) _____

Trends in data are interpreted correctly

Trends are related back to theory or topic of study

Logical and original explanations are given for aberrant data

Student shows an understanding of data importance

Spelling and Grammar (-10 max) _____

Late Penalty (-) _____

Total Grade _____

Genetics Homework Short Report Grading Rubric

Category	Exceeds expectations	Meets expectations	Below expectations	Does not meet expectations	Score
Introduction	Thoroughly addresses the topic. Engages reader. Logical progression from broad to narrow topic. Clearly states main topic and previews structure of paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	10.0%
Thesis Statement	Clearly and concisely states the paper's purpose in single sentence. Engaging and thought provoking.	Clearly and concisely states the paper's purpose in single sentence.	States the paper's purpose in a single sentence.	Incomplete statement or confusing.	5.0%

Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	35.0%
Organization/Structural Development of Topic	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	5.0%
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Omission of pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	10.0%
Conclusion	The conclusion is engaging and restates the thesis. Relates topic back to 'real world' applications.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete statement or confusing.	10.0%

Spelling/Punctuation	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	2.5%
Grammar	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	2.5%
In-text citations	All facts are cited using primary literature or peer sources. Correct format with no errors	Some facts are cited. Correct format, very few errors.	Few facts are cited. Correct format, few errors	No in-text citations.	5.0%

Literature cited	Done in the correct format with no errors. Includes more than 10 major references (e.g. peer reviewed science journal articles, books, and no more than professional two internet sites. No encyclopedic type references).	Done in the correct format with few errors. Includes more than 5 major references (e.g. peer reviewed science journal articles, books, and no more than professional two internet sites. No encyclopedic type references).	Done in the correct format with some errors. Includes more than 3 major references (e.g. peer reviewed science journal articles, books, and no more than professional two internet sites. No encyclopedic type references).	Done in the correct format with many errors. Includes more than 0-3 major references (e.g. peer reviewed science journal articles, books, and no more than professional two internet sites. No encyclopedic type references).	5.0%
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Figures and tables	Tables/figures numbered consecutively in separate series. Title is complete enough to be understood without referring to text. Legend, headings, and units of measure are included. Footnotes used as necessary to provide clarity with respect to: Units of measure that do not fit in the heading, explanations of abbreviations and symbols, statistical significance of entries.	Tables/figures numbered consecutively in separate series Title is complete. Legend, headings, and units of measure are included. Footnotes used to provide clarity.	Tables/figures numbered, but not sequentially. Title is incomplete. Legend, headings, and units of measure are not fully included. Footnotes used but do not provide enough clarity	Tables/figures not numbered. No title. Legend, headings, and units of measure are not included. Footnotes are not used but are needed.	10.0%
Total					100.0%