

**CRN 10747 - Botany BIOL 3430 - 110**

**Spring 2021**

Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

Course dates: January 19th- May 14th

Warrior Hall, Rm 407 (lecture), Rm 407 (lab)

1:00-2:15 (lecture), Monday and Wednesday; 9:30-12:30 (lab) Wednesday

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 Wednesdays

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

Laboratory meets face to face 9:30-12:30 Wednesday.

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](mailto:dalton.cross@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 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:**

An in-depth examination of the internal organization of plants, particularly angiosperms, with an emphasis on understanding anatomy from a structure-function standpoint. Three hours of lecture and three hours of laboratory each week.

Prerequisite : BIOL 1407

### **Student Learning Outcomes:**

*Students will:*

- understand the study of plants from both a historical and modern day perspective
- identify aspects of botany which each of the major botanical disciplines is concerned
- Connect the features of plant organs and cellular structures to their applications and uses by people
- Observe plants as dynamic organisms that respond in various structural ways to their environment
- Compare and contrast the variety of reproductive strategies and life cycles seen in plants and plant related species
- Summarize and evaluate recently published botanical research
- Relate the study of plants to common species observed in the Central Texas region

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

- Bidlack, JE. And Jansky, SH. 2014 Stern's Introductory Plant Biology, 14th ed. McGraw Hill, New York, NY. ISBN: 978-1-259-68274-2.
- Bidlack, JE. 2014. Laboratory Manual Stern's Introductory Paint Biology, 14th ed., McGraw Hill, New York, NY. ISBN: 978-1-260-03014-3

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

You will be tested on all of the chapters listed below and held responsible for knowing the materials contained within them. As college students, I expect you to be able to parse out key concepts and vocabulary without every detail being covered in lecture.

## **COURSE REQUIREMENTS**

Course Requirements:

- 35% Three lecture exams  
Exam 1- SLOs will include A,B,C,  
Exam II- SLOs will include C,D,E,F

- Exam III- SLOs will include A,B,C,D,E,F,G
- 20% Comprehensive final exam  
SLOs will include A-G
- 10% Journal  
SLOs will include F,G
- 10% Laboratory reports- rubric is at the end of this syllabus
- 20% Laboratory assignments - includes Lab Practical Exams and 2 Special projects (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 January 18
  - a. Lecture Topic: Plant Biology and Nature of Life
    - i. Chapters 1 and 2
  - b. Laboratory: Scientific Method/Microscopy
2. Week of January 25
  - a. Lecture Topic: Cells and Tissues
    - i. Chapters 3 and 4
  - b. Laboratory: #10, Photosynthesis
3. Week of February 1
  - a. Lecture Topic: Plant Metabolism
    - i. Chapter 10
  - b. Laboratory: #4, Roots
4. Week of February 8
  - a. Lecture Topic: Water in Plants
    - i. Chapter 9
  - b. Laboratory: #5, Stems
5. Week of February 15
  - a. Lecture Topic: Roots and Soils, **EXAM I (chapters 1-4,9,10)**
    - i. Chapter 5
  - b. Laboratory: #6, Leaves
6. Week of February 22
  - a. Lecture Topic: Stems and Leaves

- i. Chapters 6 and 7
  - b. Laboratory: **Practical Exam 1**
- 7. Week of March 1
  - a. Lecture Topic: Growth and Development, Meiosis/Alternation of Generations
    - i. Chapters 11 and 12
  - b. Laboratory: #3 and 12: Mitosis and Meiosis
- 8. Week of March 8
  - a. Lecture Topic: Evolution and Classification
    - i. Chapter 15
  - b. Laboratory: #14, Domains Archaea and Bacteria; Kingdom Protista
- 9. Week of March 15
  - a. Spring Break - No Class or Lab
- 10. Week of March 22
  - a. Lecture Topic: Plant Names and Classifications, **EXAM II (Chapters 5-7,11,12,15)**
    - i. Chapter 16
  - b. Laboratory: #15, Kingdom Fungi (Mycota)
- 11. Week of March 29
  - a. Lecture Topic: Bacteria, Archaea and Viruses, Kingdom Protista
    - i. Chapter 17 -18
  - b. Laboratory: #11, Water in Plants, Respiration; Digestion
- 12. Week of April 5
  - a. Lecture Topic: Kingdom Fungi
    - i. Chapter 19

b. Laboratory: #16, Bryophytes and Ferns

13. Week of April 12

a. Lecture Topic: Bryophytes, Ferns and their Relatives, **EXAM III (Chapters 16-19)**

i. Chapters 20 and 21

b. Laboratory: #17, Gymnosperms

14. Week of April 19

a. Lecture Topic: **Gymnosperms**

i. Chapter 22

b. Laboratory: #18 and 19, Angiosperms, fruits, spices and survival

15. Week of April 26

a. Lecture Topic: Angiosperms

i. Chapter 8

b. Laboratory: **Practical Exam 2**

16. Week of May 3

a. Lecture Topic: Angiosperms, Flowering Plants and Civilization

i. Chapters 23 and 24

b. Assignment: **Plant Journal Due May 5**

16. Week of May 10

a. **Comprehensive Final Exam**

**Important University Dates**

January 18, 2021	MartinLutherKing,JrDay(UniversityClosed)
January 19, 2021	Add, Drop and Late Registration Begins for 16 and First 8-Week Classes \$25 Fee assessed for late registrants
January 19, 2021	Classes Begin for Spring Semester

January 21, 2021	Deadline for Add, Drop, and Late Registration for 16 and First 8-Week Classes
January 26, 2021	Deadline to Drop First 8-Week Classes with No Record
February 3, 2021	Deadline to Drop 16-Week Classes with No Record
February 26, 2021	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2021	Deadline for Teacher Education Program Applications
March 12, 2021	Classes end for 1st 8-Weeks Session
March 15, 2021	Deadline for Clinical Teaching/Practicum Applications
March 16, 2021	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15-19, 2021	Spring Break (No Classes - Administrative Offices Open)
March 22, 2021	Class Schedule Published for Summer Semester
March 22, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 22, 2021	Classes Begin for Second 8-Week Session
March 24, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 26, 2021	Deadline for Spring Graduation Application for Ceremony Participation
March 29, 2021	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office
April 5, 2021	Registration Opens for Summer Semester
April 16, 2021	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
April 30, 2021	Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).



May 14, 2021	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 14, 2021	Spring Semester Ends

## 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](mailto: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.*

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## 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](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 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines 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 parenting 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](mailto: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 Spring 2021 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 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](mailto: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>].

For Spring 2021, 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

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## 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>].

### **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/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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.

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## 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. Often lab will utilize the University property for in-field lab work. Please bring proper clothing (long pants, outdoor shoes and/or other protective gear) for these excursions. While we will not be going out in heavy inclement weather, at times it may be cold and muddy.

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.

### **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 will you 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.

### **Copyright Notice**

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### **NOTE! The following *Science policies* are now in effect:**

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

\_\_\_\_\_

## Laboratory Assignments

There will be 2 lab practical exams consisting off identification of slides and specimens and related questions. There will be 2 additional lab projects - monitoring vegetative cages and Plant biology summary of a selected field plant on the university property.

## Plant Journal

*Introduction:* To truly appreciate botany and the development of plant life, you should observe the progression of plant life through early development to a more mature stage. The spring semester gives us an opportunity to observe plant life as winter dormancy ends and the growth of annual and perennial spring plant species begin. Therefore, your task would be to pick an area and return to at a minimum of every 2 weeks and note the development of plant species. Can you see the morphological changes in individual plant species as they grow and develop over the spring period. Can you note any particulars such as use by birds and animals and the overall biomass of vegetation as the seasons change. Identify at least one particular plant species and document its development by drawing or a by a photo journal. If you are on private property you can build a small cage around an area and compare that to an unprotected areas. Are the growth patterns the same? Why or why not? If you desire you can press leaves or flowers to include with journal.

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

Starting this week select an area that is relatively undisturbed by heavy human activity. This can be on campus, at your home, a roadside park or in another area. Please be sure that you pick a safe place that you can see plants and not risk your safety. Roadsides are great areas to compare the growth in the bar ditch vs across the fence, but please respect property rights and do not chose a busy thoroughfare where you could be in danger from passing motorists. You should go to the same place each week, it would defeat the purpose of the exercise to go to different locations. You will have a total of at least 6 weekly entries; do not observe more than once/week. You certainly can and are encouraged to have more than 6 entries.

Information to Record:

1. Location
2. Day
3. Weather ( seasonal Information ) still cold, raining, warming,
4. Record what changes take place from week to week in your area. Answer the following questions as you are writing.
  - a. How is the overall plant population changing? Growth stage, overall

biomass,

- b. What are they doing? Plants as young shoots, leaf formation, flowering
- c. How do the trees look? The wildflowers? - note seasonal growth changes
- d. What are your conclusions about this particular point in time about the growth stage of the plant population. Hypothesize about how current climatic conditions, animal and bird use and any other factors that might be influencing this particular plant community.

I expect that you will write this in paragraph form plus any pictures, drawings or charts you feel may help explain your data. 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. This can be turned in as the actual journal if all entries are legible or via Canvas as an electronic document. With the ubiquitousness of cell phone cameras I would highly encourage the use of photos to help document your observations. I hope you will keep this and look back on it someday.

### Journal Grading Rubric

Category	Exceeds Expectations	Meets Expectations	Below Expectations	Does not meet Expectations	Score
<b>Location</b>	Abundance of natural habitat and plant life	Presence of natural habitat and plant life	minimal natural habitat and plant life	no natural habitat and plant life	10%
<b>Basic Information &amp; number observations</b>	Complete and detailed w/ 6 plus observations	Complete with 6 observations	Missing Information and less than 4 - 6 observations	No Information and less than 4 observations	10%
<b>Journal Documentation</b>	Complete and detailed with required and additional information recording	Complete with required information recording	Incomplete with partial required information recording	No required information	70%

Category	Exceeds Expectations	Meets Expectations	Below Expectations	Does not meet Expectations	Score
<b>Neatness and organization</b>	Text is digital or if handwritten is legible, pictures documenting habitat change included. Journaling is complete and detailed. Detailed effort expended for neatness and organization	Text is digital or if handwritten is legible, pictures documenting habitat change included. Journaling meets expectations. Effort expended for neatness and organization	Text is digital or if handwritten is illegible, pictures documenting habitat change not included. Journaling below expectations. Little effort expended for neatness and organization	Text is digital or if handwritten is illegible, pictures documenting habitat change not included. Journaling below expectations. Little to no effort expended for neatness and organization	10%
					100%