BSC 2005 – Biological Sciences for Non-Majors

Syllabus for Class Number 11583

Spring 2020

I. Class Meetings

Class Number 11583 Period 4 MWF 10:40 AM–11:30 AM Turlington L007

First day of classes: Monday, January 6, 2020
Last day of classes: Wednesday, April 22, 2020
Final Exam: None

Online Exercises and Tutorials are continuously available; assignments will be posted regularly.

II. BSC Laboratory Courses

The BSC laboratory courses (BSC 2005L) are managed separately from the BSC lecture courses. Please read the information available at the BSC Website (http://www.bsc.ufl.edu) for more information on the laboratory courses.

III. Instructors

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IV. Course Communications

A. **Course Website: http://lss.at.ufl.edu (select Canvas); or https://ufl.instructure.com/courses/323993**

B. **Contacting Your Instructors**: If you have a question about course mechanics or course material that cannot be answered from the syllabus, course announcements, or the course FAQ, please post it to the Raise Your Hand Discussion Board on Canvas (see section IX. "Getting Help", below). If you have a question involving a personal/grade-related issue, please e-mail your TA or Lecture Instructor, as

appropriate. All e-mail correspondence **must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course number in the subject line**. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered. Barring unusual circumstances, expect a reply within 24 hours during the week, and 48 hours over the weekend. E-mails and Discussion Board posts are checked at least once per day, but sometimes not more than that.

All correspondence regarding the online assignments (LaunchPad) must be sent to the TAs

C. **Communications From Your Instructors:** Each student is solely responsible for reading and following the instructions, guidelines and schedules in this syllabus, on the course webpage, and announced in class. Not having read the information in this syllabus, on the webpage, or in course announcements will NOT constitute an excuse for missing deadlines, assignments, or other assessments. Please set your preferences in Canvas so that you receive timely notifications of course announcements and other information.

V. Course Goals and Objectives

The primary goal of this course is to establish a coherent foundation of knowledge in biology and to enable students to be educated citizens competent to understand topics in biology and science in general. Fundamental concepts discussed include the evolution, diversity, and function of photosynthetic life; the evolution, structure, function, and physiology of animals; and the ecology of organisms, populations, communities, biomes, and the globe. An additional course goal is to develop critical thinking skills for development of reasoned thought and for evaluation of life experiences.

VI. General Education Objectives for Biological Sciences

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

The General Education objectives and the associated Student Learning Outcomes for Biological Sciences are achieved through lectures, in class discussion, interactive "clicker" response systems, and online activities and exercises. The learning objectives and SLOs are further reinforced by inquiry-based and active-learning exercises in the companion laboratory course, BSC 2005L. In particular, the companion lab expands upon development and testing of specific hypotheses.

VII. General Education Student Learning Outcomes

The general education student learning outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: **content**, **communication** and **critical thinking**.

Every general education course must address all three SLOs. Note that the subject area objectives (detailed above) describe the context within which the SLOs are achieved

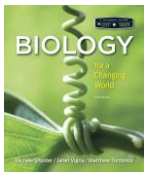
Category	Institutional Definition	Institutional SLO

CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

To asses student performance in meeting these student learning outcomes for this course, students are evaluated by a variety of instruments throughout the course: three exams during the semester, daily graded "clicker" questions used to assess comprehension and reasoning, and graded on-line activities, exercises and assessments. Student Learning Outcomes are further assessed in BSC 2005L, the companion lab course. For example, the Communication SLO is assessed in graded written assessments and in oral presentations in the lab. In combination, BSC 2005 and BSC 2005L provide assessments of all categories of the General Education Student Learning Outcomes.

VIII. Course Resources

Textbook
Biology for a Changing World, *3e* by Shuster, Vigna, Tontonoz, and Sinha. Sinauer Associates and W.H. Freeman (publisher), 2018.



There are current versions of the textbook on reserve at the Marston Science Library. Visit the Reserve Materials area to check out these copies.

A physical copy of the textbook is not required for the course, but is optionally available in the UF Bookstore. The required LaunchPad access (see below) includes an electronic copy of the textbook.

1. LaunchPad Online Resources

This course will be participating in the UF All Access program for the Spring 2020 semester. Students will have two options to gain access to LaunchPad for the Biology for a Changing World (eBook of text with study tools) when classes being in January: Students will have the choice to "opt-in" for a limited time to receive access to LaunchPad for a reduced price and pay for these materials through their student account. Students who do not choose this option will be able to purchase a standalone code through the UF Bookstore. *Both options provide access to the same materials*. The following link will take you to where you can "opt-in" to receive discounted course materials once logged in with your Gatorlink credentials.

To access LaunchPad via UF All Access:
1. Click on the following link https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED. This

prompts you to log in with your GatorLink account.
2. Students are shown a list of classes in which they are enrolled that are participating in UF All Access, with the prices.
3. Students should click the Opt-in check box next to the class(es) to which they are trying to get access.
4. Students then need to click the button below to authorize the charges.
5. Click the Opt-In button next to the "Amount to Charge" once you have reviewed your course selections.
6. The access code is now displayed ****Note: copy this code to be used when registering LaunchPad in Canvas.

For help with this system, difficulties finding your access code, or issues with an invalid access code, please contact allaccess@bsd.ufl.edu.
If you are waiting on financial aid disbursement and choose not to use the UF All Access program, you can register for temporary LaunchPad access via the LaunchPad site, but you will have to purchase access once the temporary access expires.
Instructions on correctly registering for LaunchPad will be available on the Canvas course site once the semester has started. Please wait for these instructions before registering for LaunchPad; incorrect registration on LaunchPad may result in receiving zero points for all LaunchPad assignments.

For help with LaunchPad, contact LaunchPad Technical Support: (800) 936-6899 (phone) or via their web form at http://support.bfwpub.com/supportform/form.php?View=contact.

2. Learning Catalytics

We will use the Learning Catalytics (LC) Classroom Response System (CRS) for comprehension questions and other activities during class. LC allows students to use any web-enabled device, including laptops, smartphones, and tablets, to participate in class. We will provide instructions on how to register for LC during the first week of class. For students that enroll in this class late, follow the instructions in the "LearningCatalytics_Instruction" PowerPoint presentation found in the Files section on the course's Canvas website. For additional information on LC, visit http://help.pearsoncmg.com/learning_catalytics/student/en/Topics/lc_looking_for_help.htm

IX. Getting Help

A. Computing Problems
For issues with technical difficulties with Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

If you have technical difficulties with LaunchPad, please contact *LaunchPad* Technical Support: 1-(877) 587-6534 (phone) or visit http://support.bfwpub.com/supportform/form.php?View=contact.

If you have problems with Learning Catalytics, visit https://www.pearsonhighered.com/support/for-students.html

B. University Support Services
College can be a very stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. See "A Self Help Guide for Students" or contact one of the following services:

1. UF Counseling and Wellness Center, Radio Rd Facility, 392-1575

2. Dean of Students Office, 202 Peabody Hall, 392-1261
3. Career Resource Center, Reitz Union, 392-1601
4. CLAS Academic Advising Center, Farrior Hall, 100 Fletcher Drive, 392-1521

C. Other Questions

If you have non-tech-support questions about other aspects of the course, check the following sources first to see if it is already answered, **before** e-mailing your instructors:

- Course Syllabus
- E-Learning Announcements (this is the primary means that your instructor has to communicate with you in a timely manner)
- eLearning FAQ Discussion Boards

If you still cannot find the answer to your questions:

- If it is a question that others might find useful to know the answer to as well, post it to the eLearning discussion board titled "Raise Your Hand".
- If it is a question specific to you (e.g. account or grade specific) that concerns LaunchPad, contact the online TA. Otherwise, contact the appropriate instructor.

X. Assessments and Grading

A. Exams

There will be three "midterm" exams, but no cumulative "final" exam. The midterm exams will be administered during the normal semester and during the normal class meeting times. Each exam will cover material from lecture, the online discussions, and the assigned reading in the textbook. The exams will ***not*** be cumulative. Each exam will be worth 24% of the course grade.

All exams will be multiple-choice and machine graded. Answer sheets will be provided and must be filled in using a #2 or softer pencil. **Each student must take the exam during class time. Each student must bring her/his Gator ID to class on exam days.** No student will be allowed to start an exam after the first student to complete an exam leaves the classroom. All exams and answer sheets will be collected at the end of the exam period. No additional time will be given to complete an exam if you arrive late (in other words, if you begin an exam late, you will have less time to complete it). Please be aware that filling in the scantron sheets is part of the exam; no extra time at the end of the class period will be given for filling out the scantron sheets.

At the sole discretion of the instructors, exams MAY be curved using the following approach: The top 3% of the scores will be averaged, and the difference from 100 points will be added to each exam score.

Exams will be available for review by appointment for one week after the exam date; specific times for exam review will be announced following each exam. Exams will **not** be available for review after the semester has ended.

Make-up Exams: No make-up exams will be given without prior permission or documentation of illness. Students that will be missing an exam due to a pre-arranged university-approved excused absence (sports, etc.) should let the instructor know **a minimum of two weeks in advance**. These students may be required to take the make-up exam *before* the scheduled in-class exam.

In case of illness or personal emergency on exam day, students must submit documentation to the Dean of Students office (P202 Peabody Hall, dsocares@dso.ufl.edu) and request an instructor notification to be sent. These notes must be received within five business days after the exam.

B. Online Assignments (LaunchPad)

As part of BSC 2005, you are required to complete online assignments that will account for 14% of your overall grade. If at any time you have questions about these assignments, please contact the TA in charge of Launchpad. **DO NOT contact the Instructor for questions about online homework completed through LaunchPad**. Online assignments will be completed online at the LaunchPad website: https://www.macmillanhighered.com/launchpad/sabiologyphys3e/12617112#/launchpad. See instructions above (VIII, Online Resources and Electronic Textbook) on how to access the *LaunchPad* website. All due dates are listed *in LaunchPad* so do not forget to look there. **All assignments must be completed by the stated due date and time for credit. Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline.** Most assignments will also have a set time limit, so make sure you have time to devote to that assignment before you begin. You are expected to work by yourself on the assignments and cheating will not be tolerated.

Note that all due dates for assignments are clearly posted on the LaunchPad Assignments tab and reflect the most up-to-date information. On this page you can also see your grade on an assignment and its status (e.g., complete, or due in *x* days). Also, there are many other resources available on LaunchPad to help you study material from your textbook, such as Diagnostic quizzes, Flashcards, Interactive chapter summaries, etc. Items that are NOT on the assignments page will not be graded, but we still strongly encourage you to use them to help you study.

If you have technical difficulties, please contact *LaunchPad* Technical Support: 1-(877) 587-6534 (phone) or visit http://support.bfwpub.com/supportform/form.php?View=contact.

If there is a technical problem with accessing *LaunchPad* or a particular assignment within *LaunchPad*, you must contact *LaunchPad* technical support **FIRST. Only LaunchPad tech support can fix technical issues with the site.** Then, contact the Online Instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue. **Repeated for emphasis: technical problems with *LaunchPad* must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!**

Grading of Online Exercises:

Students will receive 14% of the course grade from online exercises, and for performance on online assessments. There are several different types of assignments that students will have to complete. For any quizzes, you will be graded based on number of questions answered correctly out of total number of questions on your FIRST quiz submission! For Learning Curve, you will need to achieve a specified score. For all other assignment types (activities, tutorials, etc.) you will receive full credit upon completion. It is important to keep up. Each module's assignments are due on the day the *next* module begins (example: Module 1's online assignments are due the day that Module 2 begins). It is especially important not to wait until just before the deadlines to complete *LaunchPad* assignments; problems usually happen at the last minute. You can always go back and re-do the assignments after you have submitted them for a grade, as a study aid.

There are NO make-ups available for *LaunchPad* assignments. Once assigned, assignments are available online at all times until the deadlines. Extensions for LaunchPad assignment sets will only occur in extreme circumstances. A Dean of Students note verifying documentation of illness or a personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for accommodations to be considered. It is especially important to not wait until just before the deadlines to complete *LaunchPad* assignments. A computer problem, problem with the *LaunchPad* site, or personal problem happening within hours of the deadline is not a valid excuse for not completing the assignment.

C. Learning Catalytics Questions

Students will receive 14% of the total course points for participation in the in-class quizzes that are to be answered using the classroom response system (Learning Catalytics, see above). The points earned will reflect the proportion of Learning Catalytics questions answered correctly in class. Each question posed

will be scored *either* as 1 Learning Catalytics point for a correct answer, or as a fully participation-based score for questions without a graded answer.

Students may not make up Learning Catalytics questions, regardless of the reason (e.g., absence, malfunctioning cell phone, forgot to register, etc.). It is the student's responsibility to regularly check (i.e., daily or weekly) their gradebook in Learning Catalytics to ensure that their submissions were correctly received, and to contact Learning Catalytics support to resolve any issues with submissions not being properly recorded in the Learning Catalytics gradebook. Learning Catalytics tech support cannot recover grades for submissions that did not save unless the student provides a screenshot of their submission within 24 hours of lecture.

D. Extra Credit

The instructor *may* offer extra credit. If extra credit is offered, the same content and amount will be offered to all students. There will be no extra credit tailored to individual students.

E. Grading Summary

Assessment	% of Total Points
Exams	72 (24% ea.)
LaunchPad	14
Learning Catalytics	14
TOTAL	100.0

All grades will be posted on e-Learning (in terms of course points, i.e., the point scheme above), and it is the responsibility of the student to check their grades on e-Learning and make sure they match their grades on *LaunchPad* and Learning Catalytics. **If there is a discrepancy you must let us know within ONE week of the grade being posted on eLearning.**

Minimum grade cutoffs are listed below. Because each exam may be curved individually (see section X-A, above), **the scores for the course as a whole will not be curved** (i.e. these grade cutoffs will not be lowered) except under extremely rare circumstances (i.e., unless we tell you otherwise, these cutoffs will not be lowered, so do not ask). However, these cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. **Final scores will NOT be rounded** (i.e., 89.99% is not 90%).

Point Range (%)	Letter Grade
≥ 90.00	A
≥ 86.66	A–
≥ 83.33	B+
≥ 80.00	B
≥ 76.66	B–
≥ 73.33	C+
≥ 70	C
≥ 66.66	C–
≥ 63.33	D+
≥ 60	D
≥ 56.66	D–
< 56.66	E

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

F. Special Treatment

Please do not request individual special treatment regarding grading at the end of the semester; **we do not adjust grades for individuals for any reason**. Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let your instructors know *before* the exams rather than after.

XI. Academic Honesty

All students registered at the University of Florida have agreed to comply with the following statement:

> *"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

In addition, on all work submitted for credit the following pledge is either required or implied:

> *"On my honor I have neither given nor received unauthorized aid in doing this assignment."*

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a failing grade on the assignment or assessment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

If you witness any instances of academic dishonesty in this class, please notify the instructor.

XII. Attendance and Conduct in Class

Students are expected to attend all classes and are responsible for all material covered during the lecture, including announcements. **In addition, your attendance is necessary to earn points for "clicker" (Learning Catalytics) quiz questions; such points cannot be made up.** Students are strongly encouraged to read the assigned chapters before coming to class as this will make it easier to comprehend the lecture material. If you miss class, visit the e-Learning site for any lecture slides/notes and course announcements. Note that attendance will be taken at the beginning of lecture using the Learning Catalytics system. There are no points awarded for attendance directly. There is no penalty for failing to check in when attendance is taken. However, if you are confirmed to be present and you unexpectedly have connection difficulties when Learning Catalytics questions are asked (which generally happens to a few students every lecture) then this information will help resolve the issue. No credit will be retroactively awarded for unanswered Learning Catalytics questions if there is no evidence you were actually in lecture.

Please be courteous and do not talk during lecture unless asked to do so. This can be distracting to other students and the instructor. Students that are being disruptive may be asked to leave the lecture, resulting in the loss of participation points for the day.

Use of electronic devices in class to take notes or otherwise participate in classroom activities is approved. Approved electronic devices are laptop computers, cell phones, smart phones, tablets, iPod touch, and voice recording devices. Other uses of these devices or the use of unapproved devices will be considered disruptive. Unapproved electronic devices include video recorders, digital cameras and MP3 players. Students who use unapproved devices in class will be considered disruptive. Multiple disruptions will be considered grounds for the assignment of a failing grade.

XIII. Time Commitment

The UF College of Liberal Arts and Sciences assumes that each student will devote 3-4 hours per week per credit-hour to each course, including time in lectures and labs. Because BSC 2005 is 3 credits, each student should therefore expect to devote 9-12 hours per week to this course during a regular semester, or 11-15 hours per week during the summer. A recommended time allocation is below.

Activity	Hours per Week
Lectures	3
Online Exercises	1-2
Textbook Readings	2-3
Review and Study	2-4

If you find yourself spending more than the recommended number of hours per week on average on these activities, discuss this with your course instructor to see if you can refine your study habits. If you find yourself spending less than the recommended number of hours per week on average, you should recognize that you may have difficulty learning and comprehending the material in this time, and this will probably be reflected in poor performance on the various assessments, causing you to receive a lower overall course grade.

XIV. Accommodations for Students with Disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: http://www.dso.ufl.edu/drc/. Note that the student should provide documentation of a requirement for accommodation **by the second week of classes**. No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student.

XV. Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

XVI. Lecture Schedule

This is a tentative schedule; the dates and coverage of specific topics **are subject to change**.

DATE	Lecture number	Module title (Reading assignment)	Topic
Mon 6-Jan	1	Module 1: Process of Science	Intro to BSC2005
Wed 8-Jan	1	(Reading: Chapter 1)	What is biology and how do we study it?
Fri 10-Jan	2		The scientific method
Mon 13-Jan	3	Module 2: The Molecules of Life	Molecules, chemistry
Wed 15-Jan	4	(Reading: Chapter 2)	Biological molecules,
Fri 17-Jan	5		water, polarity, pH
Mon 20-Jan			**No Class, MLK Day**
Wed 22-Jan	6	Module 3: The Cell	Cell Theory, and Prokaryotes vs. Eukaryotes; Cell structure
Fri 24-Jan	7	(Reading: Chapter 3)	Transport across a Membrane
Mon 27-Jan	8		Energy and Thermodynamics
Wed 29-Jan	9	Module 4: Energy and Photosynthesis	Photosynthesis reactions
Fri 31-Jan	10	(Reading: Chapter 5)	Structure of DNA & how it was determined
Mon 3-Feb	11	Module 5: DNA	DNA profiling, PCR, and gel electrophoresis
Wed 5-Feb	12	(Reading: Chapter 7)	Meiosis
Fri 7-Feb		Module 6: Inheritance	**Exam 1**
Mon 10-Feb	13	(Reading: Chapters 11 & 12)	Mendel; Punnett squares for 1 vs. 2 trait
Wed 12-Feb	14		Sex-linked inheritance; Other dominance relationships
Fri 14-Feb	15		Quantitative genetics
Mon 17-Feb	16	Module 7: Natural Selection & Adaptation	Darwin's story
Wed 19-Feb	17	(Reading: Chapter 13)	Natural Selection
Fri 21-Feb	18		Modes of selection, sexual selection
Mon 24-Feb	19		Allele frequencies and Hardy Weinberg
Wed 26-Feb	20	Module 8: Evolution of populations and species	Genetic drift and founder effects
Fri 28-Feb	21	(Reading: Chapter 14)	Speciation
Mon 2-Mar			**SPRING BREAK**
Wed 4-Mar			**SPRING BREAK**
Fri 6-Mar			**SPRING BREAK**
Mon 9-Mar	22	Module 9: Fossil Evidence for Evolution	Fossils, fossilization and the fossil record
Wed 11-Mar	23	(Reading: Chapter 15)	History of the earth and mass extinctions
Fri 13-Mar	24		Biodiversity and biogeography

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Mon 16-Mar	25	Module 10: Phylogenies & Life on Earth	Classification systems and how to read a tree
Wed 18-Mar	26		Building a tree / synapomorphies
Fri 20-Mar		(Reading: Chapter 16)	**EXAM 2**
Mon 23-Mar	27	Module 11: Prokaryote Diversity	Prokaryote diversity
Wed 25-Mar	28	(Reading: Chapter 17)	Bacteria & Archaea
Fri 27-Mar	29		Beneficial and harmful prokaryotes
Mon 30-Mar	30	Module 12: Eukaryote Diversity	Intro, Endosymbiont Theory, Protists, and Fungi
Wed 1-Apr	31	(Reading: Chapter 18)	Plants
Fri 3-Apr	32		Animals
Mon 6-Apr	33	Module 13: Population & Community Ecology	Pollinators, keystone, symbiotic relationships
Wed 8-Apr	34	(Reading: Chapter 21)	Food chains, Niches, competition,
Fri 10-Apr	35		Invasive species, biomagnification
Mon 13-Apr	36	Module 14: Ecosystem Ecology and Sustainability	Biomes
Wed 15-Apr	37	(Reading: Chapter 22 & 23)	Climate change and global warming
Fri 17-Apr			Sustainability and footprints
Mon 20-Apr			**Exam 3**
Wed 22-Apr			NO CLASS