

BSC2011 – Integrated Principles of Biology II

Mon, Wed, Fri (Online)

LA Sections: 24B9, 0575, 24BC

Traditional Sections: 6992, 0576, 057B

Instructors

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Expectations

Each student is solely responsible for reading and following the instructions, guidelines and schedules in this syllabus and on the course webpage, or announced in class. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing an assignment, exam, or other assessment. **Please set your preferences in Canvas so that you receive timely notifications of course announcements and other information.**

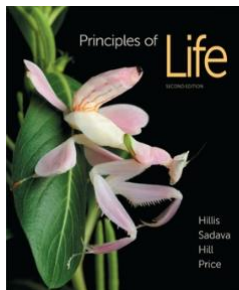
Course Resources

BSC Laboratory Courses

The BSC laboratory courses (BSC 2010L and BSC 2011L) are managed separately from the lecture courses. Please see the BSC Website (<http://www.bsc.ufl.edu>) for more information on the laboratory courses.

Textbook & Online Resources/Homework

A. Textbook



Principles of Life, 2nd Edition, by Hillis, Sadava, Heller, & Price, Sinauer Associates and W.H. Freeman (publisher)

B. Online Resources/Homework

Launchpad is an online assignments and tutorial system from the textbook publisher. It is required for this course and includes an e-book with purchase. Each new copy of *the Principles of Life* textbook comes automatically

packaged with Launchpad. If you purchase a used textbook you will still need to purchase access to Launchpad. **You are required to have access to Launchpad for the ENTIRE course. It is your responsibility to ensure that your access DOES NOT expire before the end of the semester.**

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.

C. Purchase of Textbook and LaunchPad Access

Please note that this course participates in the UF All Access program. Students will have a few options to gain access to the textbook and LaunchPad for Principles of Life when classes begin:

- **Option 1 - RECOMMENDED** - 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. The following link will take you to where you can “opt-in” to receive discounted course materials once logged in with your Gatorlink credentials:
<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>
- **Option 2** – Purchase a standalone code through the UF Bookstore. Both options provide access to the same materials.
- There are also current versions of the textbook on reserve at the Marston Science Library. Visit the Reserve Materials area to check out these copies. You will still need to purchase LaunchPad.

D. Interactive Learning Tool (PlayPosit)

We will use PlayPosit for quiz questions and interactions within the online videos. PlayPosit questions are directly integrated in Canvas. See Canvas page *PlayPosit: Student Instructions* for more instructions on accessing and trouble-shooting.

E. Course Website (Canvas)

Class material including the syllabus, discussion readings, and problem sets, exam results, some lecture slides and other information related to the course will be posted on the course Canvas website (<http://lss.at.ufl.edu>). The course is found under “E-Learning in Canvas”. You are responsible for **all** announcements made in lecture and/or posted on the course website for this class. For help with Canvas, call the UF Computing Help Desk at 352-392-4357, or visit the Canvas support website: <https://lss.at.ufl.edu/help.shtml>.

Course Goals and Objectives

The primary goal of this course is to establish a coherent foundation of knowledge in biology and to prepare students for comprehension in advanced biology courses 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 biosphere. An additional course goal is to develop critical thinking skills for development of reasoned thought and for evaluation of life experiences.

Objectives of the course will be achieved if, by its conclusion, students can:

- Read and evaluate a phylogenetic tree
- Describe the challenges of life on land and the traits that enabled plants to diversify on land
- Discuss the potential adaptive significance of synapomorphies that define major clades of plants
- Explain how alternation of generations varies in plant lineages and its significance to reproduction
- Diagram the basic components of plant vasculature and characterize their function
- Identify common plant adaptations and show how they are shaped by convergent evolution
- Discuss the role of hormones in plant development and environmental response
- Describe a scientific hypothesis and identify testable predictions that logically follow
- Explain major themes to animal physiology and how it is linked with medicine
- Explain physical principles governing gas exchange in animals in air and water
- Diagram blood flow through the vertebrate circulatory system and describe the major functions of blood vessel types
- Diagram the arrangement of major proteins governing muscle contraction and describe excitation contraction coupling

- Describe the principles of electrical signals in neurons and diagram the organization of the vertebrate nervous system
- Explain principles governing how nitrogen waste is processed in animals and how salt and water balance are maintained in animals
- Describe and explain how climate and topography shape ecological systems
- Identify, compare, and contrast major terrestrial and aquatic biomes
- Explain the forces that regulate populations in natural systems
- Describe how species interactions can influence fitness, population dynamics, and species distribution and can result in evolutionary change
- Explain how communities change over space and time and be able to calculate species diversity
- Describe the challenges faced in conserving species, and explain different conservation approaches that can be used to help preserve biodiversity.
- Explain the mechanisms that underlie animal behavior, and how behavior is shaped by natural selection
- Diagram the global carbon and nitrogen cycle and identify the major stocks and fluxes.
- Identify major anthropogenic changes to the carbon, nitrogen, and phosphorus and describe how these changes have altered ecological systems

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, questions embedded in lectures, 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 2011L. In particular, the companion lab expands upon development and testing of specific hypotheses.

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 assess 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 PlayPosit questions used to assess comprehension and reasoning, and weekly graded online activities, assessments and LaunchPad assignments. Student Learning Outcomes are further assessed in BSC 2011L, 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 2011 and BSC 2011L provide assessments of all categories of the General Education Student Learning Outcomes.

Assessments and Grading

1. Exams

There will be three "midterm" exams, but no cumulative "final" exam. **The midterm exams will be online assembly exam proctored by Honorlock. Exams will be open from 6pm-10pm on exam day and you will have 50 minutes to complete the exam.** Each exam will cover material from lecture, the online assignments, and the assigned reading in the textbook. The exams will *not* be cumulative, however, concepts taught in this course build on each other and concepts covered in BSC2010. In order to do well on the exams you need to remember and apply concepts covered in BSC2010 and in earlier units of this course. Each exam will be worth 20% of the course grade. All exams will be multiple-choice and machine graded. **Each student must take the exam during their assigned time. Each student must present their Gator ID to their webcam during the exam following instructions in Honorlock.**

1. Exam Curves

If necessary, 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.

2. Exam Review

Exams will be available for review by appointment for one week following the posting of exam scores on Canvas; specific times for exam review will be announced following each exam. Exams will not be available for review after the semester has ended.

3. 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**. 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.

2. Online Assignments (LaunchPad)

As part of BSC2011, you are required to complete online assignments administered through the *LaunchPad* site that will account for 15% of your overall grade. The schedule with assignment due dates is at the end of this document. You are expected to work by yourself on the assignments and cheating will not be tolerated.

1. Setting Up Your Account

You must set up your Launchpad account through Canvas. Please see the Canvas page in order to do this correctly. For instructions for LaunchPad registration, please see Canvas page *LaunchPad Registration Instructions*. You must use your Gatorlink (@ufl.edu) e-mail address, which will be your username. Using an e-mail address other than your UFL e-mail address will result in NO CREDIT received for assignments administered through Launchpad. This cannot be changed after registration; be sure to register correctly.

NOTE: if you already purchased *Launchpad* access in a different semester, you can log in using your existing username, which should be your Gatorlink email address. You will then be asked to provide your UFID number. If you have any questions or problems setting up your account, please contact Technical Support (#5, below). Technical support will need a technical support incident ID if you continue to have trouble, so be sure to save that ID when you report your issue.

2. **Grading of Online Exercises**

There are several different types of assignments that students will have to complete:

- **Quizzes:** students will be graded based on the number of questions answered correctly out of total number of questions on the FIRST quiz submission.
- **All other assignment types (activities, tutorials, etc.):** students will receive full credit upon completion.

Your grades on assignments and their status (e.g., complete, or due in x days) can be viewed in Canvas. The Launchpad home page is NOT a reliable way to determine which assignments remain to be completed. 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 listed in the Gradebook will not be graded, but we still strongly encourage you to use them to help you study.

3. **Important information about pace**

Some assignments may have a set time limit, so make sure you have time to devote to that assignment before you begin. Once assigned, assignments are available online at all times, from the start of the given unit up until the deadline. It is especially important not to wait until just before the deadlines to complete *LaunchPad* assignments; problems usually happen at the last minute.

The assignments have been listed in an order that complements the lecture, and we recommend either going over the material for a given chapter:

- before the lecture, which may help you understand the lecture in greater detail, or
- after each lecture to help reinforce the material and prepare for the exam.

You can always go back and re-do the assignments after you have submitted them for a grade, as a study aid.

4. **Due Dates**

Note that all due dates for assignments are clearly posted in the LaunchPad Gradebook and Calendar and reflect the most up-to-date information. The deadline for assignments is 11:55 p.m. on the day stated on the lecture schedule. **All assignments must be completed by the stated due date and time for credit. There are NO make-ups available for *LaunchPad* assignments.**

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.

Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline.

5. **Technical Issues**

For help with *LaunchPad* technical issues, contact *LaunchPad* Technical Support:

- Phone: 1 (800) 936-6899 (phone)
- Online support form: <http://support.bfwpub.com/supportform/form.php?View=contact>

Tech Support Hours (all times EST)

- Monday – Thursday, 9:00 AM – 3:00 AM
- Friday, 9:00 AM – 11:00 PM
- Saturday, 11:30 AM – 8:00 PM
- Sunday, 11:30 AM – 11:30 PM

If there is a technical problem with accessing *LaunchPad* or a particular assignment within *LaunchPad*, you must contact *LaunchPad* technical support **FIRST, at least 2 days before the deadline. *LaunchPad* tech support is the only one who can fix technical issues with the site.** Then, contact the TA at least 2 days prior to the deadline, so appropriate steps can be taken to fix the issue.

3. **In-Class PlayPosit Questions**

Students will receive up to 6% of the total course points (2% for each unit) for participation in the PlayPosit questions which are embedded in the lecture videos. Two lowest scores will be dropped for each unit. Make-ups

for PlayPosit questions 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.

4. In-class Activities

Students will receive 9% of the total course points for completion of class activities each Friday. They will be led by the instructors via posted videos and/or Zoom during class time. Activities are posted in LaunchPad, and participation quizzes for each activity will be posted in Canvas (traditional sections) OR participation will be scored by your Learning Assistant (LA sections). These activities will test your achievement of the key learning outcomes from lecture materials.

Two lowest scores will be dropped for all in-class activities. Make-ups for in-class activities 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.

5. Online Pre-activities and Post-activity Assessments

Students will receive 10% of the total course points for completion of online pre-activities (5%) and post-activity assessments (5%) administered through Canvas. These assignments will evaluate your preparation for associated activities and test your achievement of the key learning outcomes from activities. For all Post-Activity Assessments, two lowest scores will be dropped. Extensions for Post-Activity Assessments 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. The same make-up policy is also applied to Pre-activities.

6. Extra Credit

Each instructor will offer 2 points of extra credit per unit, to be applied toward the unit exam. The same content and amount will be offered to all students. There will be no extra credit tailored to individual students.

7. Grading Summary

| Assessment | | Available Points | Weight | |
|---------------------------|----------|------------------|--------|-----|
| Exams | Exam 1 | 100 | 20% | 60% |
| | Exam 2 | 100 | 20% | |
| | Exam 3 | 100 | 20% | |
| Pre-activities | combined | Variable | 5% | 5% |
| Activities | combined | 11 | 9% | 9% |
| Post-activity assessments | combined | Variable | 5% | 5% |
| LaunchPad | Unit 1 | Variable | 5% | 15% |
| | Unit 2 | Variable | 5% | |
| | Unit 3 | Variable | 5% | |
| PlayPosit Questions | Unit 1 | Variable | 2% | 6% |
| | Unit 2 | Variable | 2% | |
| | Unit 3 | Variable | 2% | |

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

Minimum grade cutoffs are listed below. Because each exam may be curved individually (see *Exam Curves* 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>.

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 nor are grades “rounded up”**. 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.

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.”

Any acts of cheating, plagiarism, or other forms of academic dishonesty will result in, at minimum, a 0 grade for the assignment, test, or quiz. Sharing information about tests and quizzes with students in other sections who have not yet taken the exam or quiz, or posting on social media information about tests and quizzes that other sections have not yet taken, is a serious act of academic dishonesty. If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Student Honor Code and Student Conduct Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Participation

Students are expected to participate all classes and are responsible for all material covered during the lecture, including announcements. Lecture videos will be posted on PlayPosit before your lecture time. You are encouraged to participate during your scheduled lecture time to ask questions and reinforce material. **In addition, your participation is necessary to earn points for PlayPosit quiz questions and In-class Activities; such points cannot be made up and answers may not be submitted from outside the lecture day.** 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 Canvas site for any lecture slides/notes and course announcements. There are no points awarded for attendance directly. No credit will be retroactively awarded for unanswered PlayPosit quiz questions and In-class Activities if there is no evidence you were actually in lecture.

We understand that some of you may have unique circumstances this semester and are happy to accommodate as best as we can. Please contact us if you have extenuating circumstances that prevent you from participating in Activities during your lecture time.

Netiquette and Communication Courtesy

All members of the class are expected to follow [rules of common courtesy](#) in all email messages, threaded discussions, and chats.

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 2011 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 |
|--|----------------|
| Recorded Lectures with PlayPosit and Friday Class Activities | 3 |
| LaunchPad Homework | 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.

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.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://gatorevals.aa.ufl.edu/>. Evaluations are stored and reported in a completely anonymous manner. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Lecture Schedule

| | Day | Date | Topic | Assignment due |
|-------------------------------------|-----|------|--|----------------|
| Intro | M | 8/31 | Intro day! | |
| Dr. Burleigh's Plant Section | | | | |
| 1 | M | 8/31 | Why Plants? | |
| 2 | W | 9/2 | What is a plant? (Phylogenetics) (Ch. 16.1, 19.1, 20.1, 21.1) | |
| 3 | F | 9/4 | Invasion of Land (Ch. 21.2) | |

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|----------------------------------|-----|-------|--|--|
| | M | 9/7 | NO CLASS - Labor Day | |
| | T | 9/8 | | Activity 21.1, Activity 21.2, Animated Tutorial 21.1 & Quiz |
| 4 | W | 9/9 | Bryophytes: hornworts, liverworts, & mosses (Ch. 21.2) | |
| | R | 9/10 | | Pre-activity assessment 1 |
| 5 | F | 9/11 | Alternation of Generations (Ch. 21.2, 21.3) | Activity 1 |
| | Sun | 9/13 | | Post-activity assessment 1 |
| 6 | M | 9/14 | Lycophytes & Monilophytes (Ch. 21.3) | |
| | T | 9/15 | | Animated tutorial 21.2 and Quiz, Activity 21.4, Seed free vascular plants quiz |
| 7 | W | 9/16 | Gymnosperms (Ch. 21.4) | |
| | R | 9/17 | | Pre-activity assessment 2 |
| 8 | F | 9/18 | Transpiration (Ch. 25.3) | Activity 2 |
| | Sun | 9/20 | | Post-activity assessment 2 |
| 9 | M | 9/21 | Angiosperm Diversity (Ch. 21.5) | |
| | T | 9/22 | | Animated Tutorial 21.3 and Quiz |
| 10 | W | 9/23 | Plants & Their Environment (Ch. 28) | |
| | R | 9/24 | | Pre-activity assessment 3 |
| 11 | F | 9/25 | Seeds (Ch. 27.1) | Activity 3 |
| | Sun | 9/27 | | Post-activity assessment 3 |
| 12 | M | 9/28 | Plant Body & Hormonal Control (Ch. 24, 26) | |
| | T | 9/29 | | Plant adaptations for defense quiz |
| 13 | W | 9/30 | Review | |
| | W | 9/30 | EXAM 1 6:00 pm | |
| | F | 10/2 | NO CLASS - Homecoming | |
| Dr. Rich's Animal Section | | | | |
| 1 | M | 10/5 | Introduction and Fundamentals- Ch29 | |
| | T | 10/6 | | |
| 2 | W | 10/7 | Fundamentals II- Ch29 | |
| | R | 10/8 | | Pre-activity assessment 4 |
| 3 | F | 10/9 | Respiration I- Ch31 | Activity 4 - Respiration |
| | Sun | 10/11 | | Post-activity assessment 4 |
| 4 | M | 10/12 | Respiration II- Ch31 | |
| | T | 10/13 | | Ch 29 and 31 Launchpad due- Animated tutorial 29.1 and quiz; Animated tutorial 31.1 and quiz |
| 5 | W | 10/14 | Circulation I- Ch32 | |

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|----|-----|-------|-------------------------|---|
| | R | 10/15 | | Pre-activity assessment 5 |
| 6 | F | 10/16 | Circulation II- Ch32 | Activity 5 - Circulation |
| | Sun | 10/17 | | Post-activity assessment 5 |
| 7 | M | 10/19 | Neurons I- Ch34 | |
| | T | 10/20 | | Ch 32 Launchpad due- Activity 32.3 and summative quiz |
| 8 | W | 10/21 | Neurons II- Ch34 | |
| | R | 10/22 | | Pre-activity assessment 6 |
| 9 | F | 10/23 | Muscles I- Ch33 | Activity 6 - Muscles |
| | Sun | 10/25 | | Post-activity assessment 6 |
| 10 | M | 10/26 | Muscles II- Ch33 | |
| | T | 10/27 | | Ch 33 and 34 Launchpad due- ALM16 video and quiz, animated tutorial 34.3 (Synaptic transmission) and quiz |
| 11 | W | 10/28 | Osmoregulation I- Ch36 | |
| | R | 10/29 | | Pre-activity assessment 7 |
| 12 | F | 10/30 | Osmoregulation II- Ch36 | Activity 7 - Osmoregulation |
| | Sun | 11/1 | | Post-activity assessment 7 |
| 13 | M | 11/2 | Review | Ch 36 Launchpad due- summative quiz |
| | T | 11/3 | EXAM 2 - 6:00 pm | |

Dr. Meadows's Ecology Section

| | | | | |
|---|-----|-------|--|---|
| 1 | W | 11/4 | Intro and Behavior | |
| | R | 11/5 | | Pre-activity assessment 8 |
| 2 | F | 11/6 | Biomes Activity | Activity 8 |
| | Sun | 11/9 | | Post-activity assessment 8 |
| 3 | M | 11/9 | Climate | |
| | T | 11/10 | | LearningCurve, Animated Tutorial 41.1 Rainshadows, AT 41.2 Terrestrial Biomes |
| | W | 11/11 | NO CLASS - Veteran's Day | |
| | R | 11/12 | | Pre-activity assessment 9 |
| 4 | F | 11/13 | Species Interactions Activity | Activity 9 |
| | Sun | 11/15 | | Post-activity assessment 9 |
| 5 | M | 11/16 | Populations I | |
| | T | 11/17 | | Ch 42 LearningCurve, Activity 42.1 Population Growth, Animated Tutorial 42.4, Ch 43 LearningCurve, Activity 43.1, and Activity 43.2 |
| 6 | W | 11/18 | Populations II | |
| | R | 11/19 | | Pre-activity assessment 10 |
| 7 | F | 11/20 | Communities I - Energy Transfer Activity | Activity 10 |

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|----|-----|-------|--|--|
| | Sun | 11/22 | | Post-activity assessment 10 |
| 8 | M | 11/23 | Communities II | |
| | T | 11/24 | | Ch 44 LearningCurve, Animated Tutorial 44.1, Activity 44.1, Animated Tutorial 44.2, Animated Tutorial 44.3 |
| | W | 11/25 | NO CLASS - Thanksgiving | |
| | F | 11/27 | NO CLASS - Thanksgiving | |
| 9 | M | 11/30 | Global Ecosystems I | |
| | T | 12/1 | | Ch 45 LearningCurve, Animated Tutorial 45.1, AT 45.2, AT 45.3, AT 45.4 |
| 10 | W | 12/2 | Global Ecosystems II | |
| | R | 12/3 | | Pre-activity assessment 11 |
| 11 | F | 12/4 | Global Ecosystems III - Carbonn Cycle Activity | Activity 11 |
| | Sun | | | Post-activity assessment 11 |
| 12 | M | 12/7 | Review | |
| | W | 12/9 | EXAM 3 - 6:00 pm | |

Course Communications

All e-mail correspondence to course instructors must **originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section 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.

All correspondence regarding the online assignments (*LaunchPad*) must be sent to the TA. To facilitate actual discussion, a [discussion forum](#) will set up in Canvas. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructors and TA, or your fellow students will be able to provide answers. Don't be shy about asking questions; after all, if you are confused about the material there will almost certainly be other students with the same questions.

Communication with Your TA

When you have a question about the LaunchPad assignments, check the following sources first to see if it is already answered, **before** e-mailing your TA:

- Course Syllabus
- Canvas announcements (this is the primary means that your TA has to communicate with you in a timely manner)
- Canvas Discussion FAQ
- Canvas Discussion General Posts

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 in the Canvas Discussion section.
- If it is a question specific to you (e.g. account or grade specific), e-mail your TA. Barring unusual circumstances, expect a reply with 24 hours during the work week. E-mails and Canvas Discussion posts are checked at least once per day, but sometimes not more than that.

Getting Help & Supplemental Instruction

Getting Help

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

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

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>

See Canvas page *Assessments and Grading* for information on how to get help with LaunchPad and PlayPosit.

A. Questions about Grades in Canvas, online assignments (LaunchPad) and lecture participation credit (PlayPosit)

All correspondence regarding the online assignments (LaunchPad) and lecture participation (PlayPosit), and grades in Canvas must be sent to the TA (**see course front page for contact info**).

To facilitate actual discussion, a discussion forum will set up in Canvas. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructors or your fellow students will be able to provide answers. Don't be shy about asking questions; after all, if you are confused about the material there will almost certainly be other students with the same questions.

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. There are several online help resources (<https://counseling.ufl.edu/resources/online/>) provided by the UF Counseling and Wellness Center or contact on of the following services:

1. UF Counseling and Wellness Center, <http://www.counseling.ufl.edu/cwc/>, Radio Rd Facility, 392-1575
2. Dean of Students Office, <https://www.dso.ufl.edu>, 202 Peabody Hall, 392-1261
3. Career Resource Center, <http://www.crc.ufl.edu/>, Reitz Union, 392-1601
4. CLAS Academic Advising Center, <http://www.advising.ufl.edu/>, Farrior Hall, 100 Fletcher Drive, 392-1521

Also available is the The U Matter, We Care initiative, which is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Supplemental Instruction

In Supplemental Instruction (SI), a trained student peer attends the class and then leads group sessions to focus on the challenging concepts and problems in the course. **SI is purely voluntary**; you can attend as often as you like, provided there is space (this is a first-come, first-served program). The sessions are collaborative, in that you will be working with classmates to better understand the material. The SI leaders will show you effective strategies for studying the course material, which you will have a chance to practice together, and the SI leaders will give you a chance to ask questions or pose your own concerns. Refer to the SI E-Learning site for the locations and schedules of the SI sessions. More information is available at the UF Supplemental Instruction Home Page: <https://teachingcenter.ufl.edu/tutoring/study-groups/>.