

# BSC 2011 – Integrated Principles of Biology II

Syllabus for Class Number 12022, 12023, 12024 & 12052

## Class Meetings

### Mon, Wed, Fri

Class Number 12023 (Section 0576)	11:45 - 12:35PM	MCCC 0100
Class Number 12052 (Section 6992)	4:05 - 4:55PM	CAR 0100

### Mon, Wed

Class Numbers 12022 & 12024 (Sections 0575, 24B9)	10:40 - 11:30AM	MCCC 0100
---	-----------------	-----------

### Fri

Class Number 12022 (Section 0575)	9:35 - 10:25AM	MCCC 0100
Class Number 12024 (Section 24B9)	10:40 - 11:30AM	MCCC 0100

## Instructors

Grace John, Ph.D.  
Department of Biology  
Office: Bartram 410  
Office Hours: M 2-3PM, T 2-3PM  
Email: [gracejohn@ufl.edu](mailto:gracejohn@ufl.edu)

Connie Rich, Ph.D.  
Department of Biology  
Office: Carr 522A  
Office Hours: M 2-3PM, T 12:45-1:45PM  
Email: [c.rich@ufl.edu](mailto:c.rich@ufl.edu)

Melissa Meadows, Ph.D.  
Department of Biology  
Office: Carr 510  
Office Hours: M 2-4PM, W 3-4 PM  
Email: [melissa.meadows@ufl.edu](mailto:melissa.meadows@ufl.edu)

Min Zhao, Online Instructor/TA  
Department of Biology  
Office: Carr 609  
Office Hours: T 3-4 PM  
E-mail: [zhao.min@ufl.edu](mailto:zhao.min@ufl.edu)

## 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 E-Learning so that you receive timely notifications of course announcements and other information.**

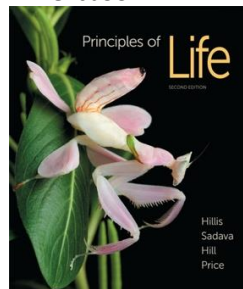
## Course Resources

### 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*, 2<sup>nd</sup> 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. Classroom Response System (CLICKER)

We will use the Learning Catalytics (LC) Classroom Response System (CRS) for quiz questions during class (<https://learningcatalytics.com/courses>). LC allows students to use a cell phone, laptop, tablet, or smartphone to participate in class.

Cost:

6 month access: \$12

12 month access: \$20

## E. Course Website (E-Learning)

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 E-Learning 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 E-Learning, call the UF Computing Help Desk at 352-392-4357, or visit the E-Learning 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, 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 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
<b>CONTENT</b>	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.
<b>COMMUNICATION</b>	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.
<b>CRITICAL THINKING</b>	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 "clicker" questions used to assess comprehension and reasoning, and graded on-line activities, exercises and assessments. 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. **During fall and spring terms only, the midterm exams will be administered by assembly at the university established assembly exam times (8:30 pm). Your assembly exam room will be assigned to you at least 24 hours prior to the exam. During summer terms, the exams are held during regularly scheduled class times.** 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 approximately 25% 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 her/his registered section 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. No extra time will be given for filling out the scantron sheets.

#### 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 E-learning; 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, click [here](#). 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 (877) 587-6534 (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 Online Instructor/TA at least 2 days prior to the deadline, so appropriate steps can be taken to fix the issue.

### 3. In-Class Learning Catalytics Questions

Students will receive up to 5% of the total course points for participation in the in-class discussion questions that are to be answered using the classroom response system (*Learning Catalytics [LC]*). Students may not make up LC 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 sessions in *LC* to ensure that their submissions were correctly received, and to contact *LC* support to resolve any issues with submissions not being properly recorded in the *LC* gradebook.

To log in, go to [https://learningcatalytics.com/sign\\_in?login=true](https://learningcatalytics.com/sign_in?login=true)

#### 1. **Grading**

18 course points total will be awarded for *LC* questions; 6 course points from each lecture unit of the course. The points earned will reflect the proportion of *LC* questions answered correctly in class. Each question posted will be scored as 0.25 *LC* points for participation with an additional 0.75 *LC* points for a correct answer. For each course lecture unit, full in-class quiz credit (6 course points) will be awarded to all students achieving 75% or more of the total possible *LC* points from that unit; those achieving less than 75% will receive course points in proportion to their achieved *LC* points (e.g. 50% of *LC* points earned = 4 course points).

#### 2. **Setting up Your Account**

Please follow the instructions outlined here: <https://goo.gl/e6EG71>

Information about computer system requirements can be found here: <https://goo.gl/6EHBSC>

**IMPORTANT: when creating your account, you must use your Gatorlink (@ufl.edu) e-mail address. Failing to do so will result in receiving NO CREDIT for LC units.**

You must use your Gatorlink ID for your “Student ID.” Example: If your e-mail address is albert@ufl.edu, use *albert* NOT your 8-digit numerical UF ID (e.g., 1234-5678). Your Student ID should be all lowercase, and be careful not to enter a space afterwards!

If the “Username” is already taken, you may add a few numbers to the end (e.g., *albert123*). Your “Student ID” must be your Gatorlink ID however.

### 3. Technical Issues

For problems with Learning Catalytics, contact Pearson 24/7 Technical Support:

- <https://support.pearson.com/getsupport/s/contactsupport>
- [https://help.pearsoncmg.com/learning\\_catalytics/student/en/Topics/lc\\_looking\\_for\\_help.htm](https://help.pearsoncmg.com/learning_catalytics/student/en/Topics/lc_looking_for_help.htm)
- 800-677-6337

### 4. 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.

### 5. Online Post-Activity Assessments

Students will receive approximately 5% of the total course points for completion of online post-activity assessments administered through Canvas. This assessment will test your achievement of the key learning outcomes from lecture materials and associated LaunchPad assignments. For all 12 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.

### 6. Grading Summary

ASSESSMENT	POINTS PER UNIT	TOTAL POINT	% OF TOTAL POINTS
EXAMS	100	300	75
LAUNCHPAD	14	42	15
LEARNING CATALYTICS	6	18	5
POST-ACTIVITY ASSESSMENTS	6	18	5
TOTAL	126	378	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 *LC*. **If there is a discrepancy you must let us know within ONE week of the grade being posted on E-Learning.**

Minimum grade cutoffs are listed below. Because each exam may be curved individually (see section XI-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>

### 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/>.

### Attendance

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 and answers may not be submitted from outside the classroom.** 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.

There are no points awarded for attendance directly. No credit will be retroactively awarded for unanswered Learning Catalytics questions if there is no evidence you were actually in lecture.

### Conduct in Class

Please be courteous and do not talk during lecture. 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.

### 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
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.

### 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://evaluations.ufl.edu/evals/> 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

Lecture	Date	Topic	Chapter	Assignment due date
Intro	Wed 21-Aug	Intro and course overview		
<b>Dr. John's plant section</b>				
Plants 1	Fri 23-Aug	Phylogenetics and endosymbiosis	Parts of 16, 18, 19, and 20	
Plants 2	Mon 26-Aug	Diversity of photosynthetic organisms; invasion of the land	21	
Plants 3	Wed 28-Aug	Nonvascular plants - liverworts and mosses; The vascular plants - form and function	21, 24	
	Thu 29-Aug			Animated tutorial and quiz 21.1, activity 21.1
Plants 4	Fri 30-Aug	Alternation of generations	21	
	Sun 1-Sep			Post activity assessment 1
	Mon 2-Sep	NO CLASS - Labor Day		
Plants 5	Wed 4-Sep	Seed plants - form and function; Diversity of flowerless seed plants	25	
	Thu 5-Sep			Animated tutorial and quiz 25.3
Plants 6	Fri 6-Sep	Transpiration	25	
	Sun 8-Sep			Post activity assessment 2

Plants 7	Mon 9-Sep	Flowering plants: form and function	21, 27	
Plants 8	Wed 11-Sep	Flowering plant physiology	25, 26, 27	
	Thu 12-Sep			Animated tutorial and quiz 21.2, 21.3
Plants 9	Fri 13-Sep	What is a seed?	21, 24, 27	
	Sun 15-Sep			Post activity assessment 3
Plants 10	Mon 16-Sep	Plants in the environment	28	
Plants 11	Wed 18-Sep	Plant adaptations	28	
	Thu 19-Sep			Animated tutorial and quiz 26.2
Plants 12	Fri 20-Sep	Phototropism	25, 26, 27	
	Sun 22-Sep			Post activity assessment 4
Plants 13	Mon 23-Sep	Review		
	Tue 24-Sep	<b>Exam 1</b>		
<b>Dr. Rich's animal section</b>				
<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Chapter</b>	<b>Assignment due date</b>
Animals 1	Wed 25-Sep	Introduction & Fundamentals 1	29	
Animals 2	Fri 27-Sep	Fundamentals 2	29	
	Sun 29-Sep			Post activity assessment 5
Animals 3	Mon 30-Sep	Breathing 1	31	
Animals 4	Wed 2-Oct	Breathing 2	31	
	Thu 3-Oct			Animated tutorial and quiz 29.1 & 31.1; Activity 29.1 & 29.2
	Fri 4-Oct	NO CLASS - Homecoming		
Animals 5	Mon 7-Oct	Circulation 1	32	
Animals 6	Wed 9-Oct	Circulation 2	32	
	Thu 10-Oct			Animated tutorial and quiz 32.1; Activity 32.1 & 32.3
Animal 7	Fri 11-Oct	Muscles 1	33	
	Sun 13-Oct			Post activity assessment 6
Animal 8	Mon 14-Oct	Muscles 2	33	
Animal 9	Wed 16-Oct	Neurons 1	34	
	Thu 17-Oct			Animated tutorial and quiz 34.2 & 34.4
Animals 10	Fri 18-Oct	Neurons 2	34	
	Sun 20-Oct			Post activity assessment 7

Animal 11	Mon 21-Oct	Waste excretion and salt and water homeostasis 1	36	
Animal 12	Wed 23-Oct	Waste excretion and salt and water homeostasis 2	36	
	Thu 24-Oct			Activity 36.2
Animal 13	Fri 25-Oct	Review		
	Sun 27-Oct			Post activity assessment 8
<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Chapter</b>	<b>Assignment due date</b>
<b>Dr. Meadows' ecology section</b>				
Ecology 1	Mon 28-Oct	Animal Behavior	40	
	Tue 29-Oct	<b>Exam 2</b>		
Ecology 2	Wed 30-Oct	Climate and ecosystems	41	
	Thu 31-Oct			Animated tutorial and quiz 41.1, 41.2 & 41.3
Ecology 3	Fri 1-Nov	Biomes	41	
	Sun 3-Nov			Post activity assessment 9
Ecology 4	Mon 4-Nov	Populations I	42	
Ecology 5	Wed 6-Nov	Populations II	42	
	Thu 7-Nov			Animated tutorial and quiz 42.1, 42.2 & 43.1
Ecology 6	Fri 8-Nov	Species Interactions I	43	
	Sun 10-Nov			Post activity assessment 10
	Mon 11-Nov	NO CLASS - Veterans Day		
Ecology 7	Wed 13-Nov	Species Interactions II	43	
	Thu 14-Nov			Animated tutorial and quiz 44.1 & 44.2
Ecology 8	Fri 15-Nov	Energy Transfer	44	
	Sun 17-Nov			Post activity assessment 11
Ecology 9	Mon 18-Nov	Communities	44	
Ecology 10	Wed 20-Nov	Global Ecology I	45	
	Thu 21-Nov			Animated tutorial and quiz 45.2, 45.3 & 45.4
Ecology 11	Fri 22-Nov	Global Ecology 2 - Carbon Cycling	45	
	Sun 24-Nov			Post activity assessment 12
Ecology 12	Mon 25-Nov	Global Ecology 3	45	
		NO CLASS - Thanksgiving		
Ecology 13	Mon 2-Dec	Review		
	Tue 3-Dec	<b>Exam 3</b>		

## 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 Online instructor/TA** (Min Zhao at zhao.min@ufl.edu).

To facilitate actual discussion, a [discussion forum](#) will set up in E-Learning. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructors, Ms. Zhao, 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 Online Instructor/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 Online Instructor/TA:

- [Course Syllabus](#)
- [E-Learning announcements](#) (this is the primary means that your Online Instructor/TA has to communicate with you in a timely manner)
- [E-Learning Discussion FAQ](#)
- [E-Learning 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 [E-Learning Discussion section](#).
- If it is a question specific to you (e.g. account or grade specific), e-mail Ms. Zhao. Barring unusual circumstances, expect a reply with 24 hours during the work week. E-mails and E-Learning 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
- E-Learning Announcements (this is the primary means that your instructor has to communicate with you in a timely manner)
- E-Learning FAQ Discussion Boards

### Computing Problems

For issues with technical difficulties with E-Learning, 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 page [Assessments and Grading](#) for information on how to get help with LaunchPad and Learning Catalytics.

### A. Questions about Grades in E-Learning, online assignments (LaunchPad), and in-class participation credit (Learning Catalytics)

All correspondence regarding the online assignments (LaunchPad), in-class participation (Learning Catalytics), and grades in E-Learning must be sent to the Online instructor/TA (**Min Zhao at [zhao.min@ufl.edu](mailto:zhao.min@ufl.edu)**).

To facilitate actual discussion, a discussion forum will set up in E-Learning. 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.

### Communication with Your Online Instructor/TA

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

- Course Syllabus
- E-Learning announcements (this is the primary means that your Online Instructor/TA has to communicate with you in a timely manner)
- E-Learning Discussion FAQ
- E-Learning 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 E-Learning Discussion section.
- If it is a question specific to you (e.g. account or grade specific), e-mail Min Zhao. Barring unusual circumstances, expect a reply with 24 hours during the work week (Monday – Friday at 5 pm). E-mails and E-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

### 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](mailto: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/>.