

BSC 2005 – Biological Sciences for Non-Majors (online)

UF Sections 7089 (10536), 7090 (10537), 7092 (10538), 71AE (10540), 71AF (10541),
71AH (10542), 75A0 (10543), 75E0 (10544), 75E1 (16097), 75E2 (16098)

UFO Sections 71A0 (10539)

Syllabus for Summer 2021

I. Course Description

This course addresses core concepts in biology, including the Cell, Genetics, Evolution, Biodiversity, Ecology, and Conservation/Sustainability. For non-majors. 3 credits.

Note: BSC2005L is a separate course, and is taught by a separate instructor – NOT Dr. Gerlach!

II. Course Meetings

First day of classes: Monday 10 May 2021

Last day of classes: Friday 06 August 2021 (no final exam)

Course Meeting Times: This course is entirely online and asynchronous, with weekly deadlines but no fixed meeting times. Students may work on course material at their own pace from any location with a reliable internet connection, but it is each student's responsibility to keep up with course assignments and meet posted deadlines for all assignments. All deadlines are US Eastern time; students who are not in the US Eastern time zone are responsible for doing the appropriate conversions to ensure their work is submitted on time.

III. Instructors

Course Instructor:

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Department of Biology

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Teaching Assistants:

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IV. Course Communications

- A. Course Website:** <http://lss.at.ufl.edu> or <https://ufl.instructure.com/courses/428808>
- B. Office Hours:** Office hours will be held via Zoom this semester; please e-mail Dr. Gerlach or your TA to arrange an appointment. We are always happy to make appointments to meet with students, but due to unpredictable schedules, we cannot meet with students on a drop in basis.
- C. 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 Discussion Boards on Canvas (see section VIII. “Getting Help”, below). If you have a question involving a personal/grade-related issue, please e-mail your TA or Dr. Gerlach, as appropriate. All e-mail correspondence must originate from your @ufl.edu account or the Canvas Inbox system, have your full name in the body of the e-mail, and contain “BSC 2005” 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 usually checked at least once per day, but sometimes not more than that.
- D. Communications From Your Instructors:** Each student is solely responsible for reading and following the instructions, guidelines and schedules in this syllabus and on the course webpage and in course announcements. 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 Resources

A. Textbook

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

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.

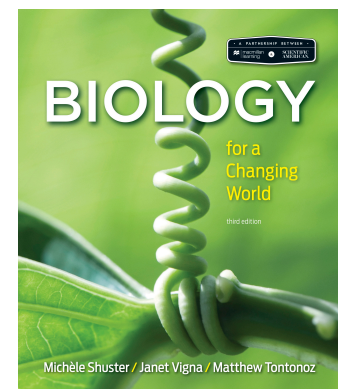
B. LaunchPad Online Resources

LaunchPad is an online assignments and tutorial system from the textbook publisher that includes an electronic version of the textbook. LaunchPad will be used for required readings, interactive activities, and quizzes. Access to LaunchPad is required for BSC2005.

LaunchPad will be offered at the lowest cost option through UF All Access. UF All Access allows students 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 the access code through the UF Bookstore, or directly from the LaunchPad site. All options provide access to the same materials.

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> .

C. Course Website (Canvas)

All class material - including the syllabus, lectures, assignments, discussions, quizzes, and gradebook – that is not part of the LaunchPad system will be posted on the course Canvas website (<https://ufl.instructure.com>). For help with Canvas, call the UF Computing Help Desk at 352-392-4357, or visit the e-Learning support website: <http://help.instructure.com/>.

D. Course Fee

For UF students, the course fee is \$27.99. For UFO students, this fee is included in tuition.

E. Additional Course Supplies

Some activities will require students to acquire additional inexpensive materials on their own for “kitchen experiments”. These include: raisins, salt, rubbing alcohol, a coffee filter, some utensils, and some dry particulate food (like dry beans or uncooked macaroni) or household items (like paperclips).

VI. Course Policies

A. Time Commitment

The UF College of Liberal Arts and Sciences assumes that each student will devote on average 3-4 hours per week per credit-hour to each course during the regular semester. Because BSC 2005 is 3 credits, each student should therefore expect to devote an average of 9-12 hours per week to this course in a 15-week semester. During the accelerated 12-week summer session, students should expect to devote an average of 11-15 hours per week to this course. This time will not necessarily be evenly distributed; some weeks will have heavier workloads than others.

B. Attendance

Students are expected to complete all assigned work (quizzes, interactive, discussions, activities etc.) by the due date. Students with pre-planned travel/conflicting activities on the day of the deadline (including student athletes) are responsible for **managing their time wisely and should plan to work ahead when needed** so that they can submit their work before they leave. Excuses such as “we didn’t get back from (activity) when planned and I didn’t have time” or “my computer crashed half an hour before the deadline and tech support wasn’t open” will NOT be accepted as excuses for missed deadlines.

Unavoidable emergency circumstances (e.g. severe illness, hospitalization, or family emergencies) that prevent you from completing your work in a timely manner require you to obtain a letter from a medical professional or the Dean of Students office (<https://care.dso.ufl.edu/instructor-notifications/>) that specifies the time period for which you are excused from classwork, and submit it to your instructors as soon as possible (i.e. within a week, barring extreme circumstances like extended hospitalization).

While this course is entirely online, we hope that all members of this course will follow physical distancing guidelines and good hygiene practices in the rest of their courses and in the rest of their lives. If you are experiencing COVID-19 symptoms, please use the UF Health screening system and follow the instructions on whether you are able to attend class. Course materials will be provided to you with an excused absence (see above), and you will be given a reasonable amount of time to make up work.

- Guidance from the CDC on symptoms of coronavirus: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms: <https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>

C. **Computing Requirements**

It is the responsibility of the student to maintain a functioning computing system and internet connection. Computing/internet connectivity issues will NOT be acceptable excuses for missed deadlines unless they are brought to the attention of the instructor **at least 24 hours prior to the deadline** and accompanied by the ticket number from technical support. See section VIII for Technical Support contact information. Internet connectivity problems can cause issues with assignment submission, so students should verify that all quizzes are marked as “complete” and that all files uploaded correctly after they hit the “submit” button.

Microsoft Office programs are required for many of the assignments; these can be accessed by current UF and UFO students through GatorCloud: <http://www.it.ufl.edu/gatorcloud/>. Submissions must be made either in an MS Office format (.doc or .docx, .ppt, etc.) or in a generally readable file format (.pdf, .jpg, .txt, etc.); proprietary file formats such as Pages, Keynote, etc. cannot be opened and will not count as an on-time submission. Links to external services such as GoogleDocs will not be accepted in place of a file uploads.

Some of the assessments in this course will be administered using Honorlock proctoring software. Students must have a functioning webcam and microphone (integrated or external), and must have the Chrome browser installed. Students will need to show their Gatorlink ID at the beginning of each Honorlock Proctoring section. Additional information about taking Honorlock-proctored assessments will be available on the course website.

D. **Late Work**

All work must be submitted by the posted deadlines. Please do not wait until the night of the deadline to complete your assignments!

Assignments, quizzes, and other activities in Canvas and LaunchPad automatically close at the deadline. No late work will be accepted on these assignments without an excused extension from the Dean of Students (see VI.B above) or a technical support trouble ticket documenting technical issues for at least 24 hours prior to the deadline (see VI.C above).

For graded discussions in Canvas; the first post may be submitted late without documentation for partial credit, but the discussion will automatically close for all posts at the deadline for the module.

E. **“Life Happens” Free Pass**

As explained above, assignments may not be submitted late without a documented excused absence, and deadlines will not be extended due to technical issues unless those issues are brought to our attention at least 24 hours ahead of time. For this reason, we encourage all students to submit their work well ahead of the deadline, and not wait until the last minute. However, we are aware that sometimes life happens, and technology can be troublesome, and this can sometimes lead to a submission not going through, a deadline being missed, the wrong file being submitted, etc. To deal with these situations, each student will have ONE “Life Happens” free pass that they can use to excuse ONE assignment during the semester.

This is a separate mechanism from the course policy covering approved excused absences/extended deadlines for personal/family emergencies. Late work will still be accepted in those cases, as described above. The "Life Happens" free pass is meant for situations in which a student would ordinarily receive a zero in the gradebook for a missed assignment or quiz.

Some rules:

- Each student may use their free pass to have ONE missed assignment or quiz of their choice excluded from their final grade. Discussion posts are not eligible for the free pass.
- The free pass is only good for excusing ONE assignment or quiz, not a whole module's worth of work.
- Use of the free pass **MUST** be requested via a submission comment on the assignment or quiz. No requests made via e-mail will be honored.
- Requests to use the free pass must be made within ONE WEEK of the deadline for that assignment or quiz. For Module 15 assignments at the end of the semester, requests to use the free pass must be made within 24 HOURS of the deadline. Requests that come in past these deadlines will not be honored.
- Once a student's pass is used, it's gone; they cannot change their mind and use it on a different assignment later in the semester.
- The free pass cannot be used to excuse assignments or quizzes that are part of a case of suspected / verified academic misconduct.

F. Assignment Submissions and Resubmissions

Quizzes within both Canvas and LaunchPad are graded on the first attempt; please do not start these quizzes until you are ready to complete them. After completing a quiz, please ensure that the score has been posted to the gradebook. Note that LaunchPad scores may not sync to the Canvas gradebook immediately, but scores for these activities/quizzes should always be visible in the LaunchPad gradebook.

All files for written assignments must be submitted through the proper Canvas assignment; **files will not be accepted over e-mail or via Canvas comments**. Files must be saved in the appropriate file format and uploaded to Canvas; links to GoogleDocs or similar services will not be accepted as replacements for file uploads. **It is each student's responsibility to ensure that their work is submitted prior to the deadline. Please double-check your file submissions to make sure they have completed successfully.** Errors with the submission process (such as the internet connection being lost mid-submission) will not be grounds for deadline extensions unless they occur at least 24 hours prior to the deadline and are accompanied by a UF HelpDesk ticket number (see VI.C above). Please also double-check that you have submitted the correct file; submitting an incomplete or incorrect file will result in a zero. For assignments within Canvas that require a file upload, these may be resubmitted multiple times; we will only consider the most recent submission. However, once a submission has been graded, **even if it is prior to the deadline**, no further submissions will be considered.

G. Classroom Behavior

Please behave with courtesy towards your fellow students and the instructors. This is particularly important in discussion boards where you are voicing opinions and commenting on those of other students. Students who persist in being rude or disrespectful will be blocked from future participation (with corresponding loss of points).

H. Grammar

Correct grammar, punctuation, spelling, capitalization and paragraphing should be used in any college level submission, including the discussion boards. (U SHLD NT US TXT SPEAK LKE IDK OR BFF THX ALSO DNT USE ALL CAPS. Ugh.) We will take note of spelling and grammar in all submissions and we will grade accordingly, even if it is not explicitly included on the rubric. If you need help with any aspect of your writing, please visit the UF Writing Studio at <http://writing.ufl.edu/writing-studio/>.

I. Course Materials

All materials for this course, including but not limited to lectures, quizzes, and worksheets, are the intellectual property of the professor, TAs, or textbook publisher, and are provided solely for the personal

use of the currently enrolled students. These materials may not be distributed to other students or repositories without express written permission, even after the conclusion of the course at the end of the semester. Doing so will be considered a violation of the UF Honor Code (see below).

VII. UF Policies

A. 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."

More details can be found in the UF Honor Code at <https://sccr.dso.ufl.edu/process/student-honor-code/>. Academic dishonesty or other Honor Code violations will not be tolerated, and *each incident*, as determined by Dr. Gerlach, will result in – at minimum – the loss of **a full letter grade** in the course, a zero on the assignment in question, and additional sanctions as appropriate, up to and including a failing grade in the class. In this course, academic dishonesty includes (but is not limited to) collaborating with others on course assignments or quizzes, utilizing prohibited materials during quizzes, copying the work of other students in whole or in part, allowing other students to copy your work or otherwise sharing completed assignments in person or online (during the semester or in the future), discussing or sharing quiz questions or answers with other students, giving other students the password for locked quizzes, and plagiarism, including insufficient paraphrasing.

All written submissions in this course are run through TurnItIn's anti-plagiarism software, which gives each submission a similarity score, depending on the degree to which it matches the sources in TurnItIn's database, which include web sites, journal articles, and other student submissions. Students can view their own TurnItIn score and similarity report on a submission, generally within a few minutes of submission. Submissions with a high TurnItIn score should be rewritten to better put concepts into your own words, and ungraded assignments may be resubmitted without penalty prior to the deadline (see section VI.F above).

If you have knowledge of any instances of academic dishonesty in this class, you are obligated to 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 at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

B. Accommodations for Students With Disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office's Disability Resource Center, in 001 Reid Hall (phone: 352-392-8565). Please see the University of Florida Disability Resources website for more information at: <https://disability.ufl.edu>. Students should provide their DRC accommodation letter to Dr. Gerlach as soon as possible, ideally by the second week of classes. No accommodations are available to students who lack this documentation, and accommodations are not retroactive (i.e. accommodations can not be made for assignments submitted prior to Dr. Gerlach receiving the letter). It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed, and instructors cannot provide accommodations beyond those listed on a student's documentation. Once notification is complete, the Disability Resource Center will work with the instructor to accommodate the student.

C. Drop/Add/Withdrawal

A student can drop/add this course during the drop/add period with no penalty. After drop/add, a student who drops will receive a W until the date listed in the academic calendar. After that date, the student may be assigned an “E” (fail). Note: it is the responsibility of the STUDENT to withdraw from a course, not the instructor. Failure to participate/complete the class does NOT constitute a drop.

D. Course Evaluations

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/>. We do take student feedback into account when planning future semesters; please let your instructors know if there are particular modules and/or activities that you found helpful or topics that you would have liked to cover in more depth, as well as any that you found less useful.

VIII. Getting Help

A. Computing Problems

For issues with technical difficulties in Canvas, or general computing questions, contact the UF Help Desk:

- (352) 392-HELP
- <https://lss.at.ufl.edu/help.shtml>

For issues with LaunchPad, please contact LaunchPad technical support at:

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

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 that 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 on 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
5. [UF Field and Fork Pantry](#), 564 Newell Dr., 294-3601

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (202 Peabody Hall, 392-1261) for support. Furthermore, please notify your instructor(s) if you are comfortable in doing so. This will enable us to provide any resources that we may possess.

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
- Start Here / About Canvas / About LaunchPad / About Modules pages

- Course Announcements (this is the primary means that your instructor has to communicate with you in a timely manner)
- Course FAQ or Module-specific Questions 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 discussion board – either the Discussion Board for the particular unit for questions on course topics, or the general Discussion Board for questions about course mechanics.
- If it is a question specific to you (e.g. account or grade specific), contact Dr. Gerlach or your TA via e-mail.

IX. General Education

A. General Education Classification

BSC 2005 meets the general education requirements for Biological Sciences.

B. Program Area Objectives

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.

C. 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 areas: content, communication and critical thinking.

1. Content: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.

2. Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.

3. Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

D. General Education in the Context of This Class

Each module will contain between 1-3 activities worth between 10 and 30 points each; this represents approximately 35% of the final grade. The purpose of these activities is to encourage students to think about Biology outside the framework imposed by the textbook or instructor lectures by giving them the opportunity to develop their own materials to support or reject existing scientific hypotheses. Hypothesis testing is most explicitly addressed in the first module, on the scientific method. Students will gain practice formulating hypotheses and analyzing experimental data throughout the class, in various activities that involve virtual and/or “kitchen” experiments. Activities that include an emphasis on hypothesis testing are marked on the schedule below with ‡.

For each activity, students are provided with specific instructions for completing the activity as well as a grading rubric. The grading rubrics are designed to evaluate the student’s mastery of specific content and their ability to produce bodies of work within the guidelines specified in the instructions. Some examples

of activities types include: research using reliable web sources, expository writing, video reviews, “kitchen experiments”, inquiry activity sheets, and construction of figures and tables.

The course also includes nine discussions, in which students answer an open-ended discussion prompt regarding the ethics and application of biology in daily life. Students will be expected to provide a thoughtful answer to the initial prompt, as well as to respond to the answer of at least one of their classmates, in order to foster critical thinking skills within a learning community.

E. **General Education in the Context of This Class**

Each module will contain between 1-3 activities worth between 10 and 30 points each; this represents approximately 35% of the final grade. The purpose of these activities is to encourage students to think about Biology outside the framework imposed by the textbook or instructor lectures by giving them the opportunity to develop their own materials to support or reject existing scientific hypotheses. Hypothesis testing is most explicitly addressed in the first module, on the scientific method. Students will gain practice formulating hypotheses and analyzing experimental data throughout the class, in various activities that involve virtual and/or “kitchen” experiments. Activities that include an emphasis on hypothesis testing are marked on the schedule below with ‡.

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X. Assessments and Grading

A. **Course Structure and Due Dates**

This course is divided into fifteen modules, with one due each week of the semester during Fall and Spring semesters. During the twelve-week summer session, there will be three weeks that have two modules due instead of one. Modules typically open for work on the Saturdays of each week, and **all materials except your first discussion board post (see below) are due by 11:59:00 pm by Friday two weeks later** (or longer over Thanksgiving/Spring/Summer break). The only exceptions are for the first Module, which is due early in the second week of class to accommodate the add/drop period, and the final module, which is due by 11:59 p.m. on the last day of class (listed in section II above) to accommodate the schedule of when final grades are due to the registrar. The due dates for each module are listed on the last pages of the syllabus, and will also be listed on each module’s page within Canvas.

B. **Coursework**

Each unit will consist of various materials to read/watch, activities to complete, and quizzes to take. All required activities and assignments for each unit (including those in LaunchPad) will be listed on that module’s page on Canvas. The various pieces that might be included in a unit are outlined below. The activities vary in how many points they are worth but each module is worth ~90-100 pts overall.

1. **LaunchPad (~40% of total points)**

- a. **Read the chapter(s).**
- b. **Interactive infographics.** There are typically 3-4 per chapter. Each one involves a short animated infographic to work through, followed by a short quiz (usually 2-3 questions) on the material covered in the infographic. These quizzes are worth 1 point per question.

- c. **Learning Curve:** These are adaptive quizzes, where the questions get harder or easier depending on how you do. You're not penalized for getting questions wrong, but you need to reach a certain level of question for each unit. Once you reach that level, you receive full credit (10 pts) for the unit. After that point, you can continue answering questions to review the material without affecting your score.
- d. Take the **Chapter quiz** over the reading; typically worth 18-30 pts. Questions are worth 1.5 points apiece.

2. Canvas (~60% of total points)

- a. Watch the **lecture videos**.
- b. **Discussion posts.** Some units have a discussion topic worth 10 points; 6 points for your **initial post addressing the discussion prompt, which is due three days before the rest of the material** (i.e. 11:59 p.m. Tuesday for a module due 11:59 p.m. Friday), and 4 points for your reply to one (or more!) of your classmates' posts (due with the rest of the module materials at 11:59 p.m. on Friday). Discussion board posts and replies should each be about a paragraph long (minimum 3-4 meaningful sentences) and should reflect some critical thought in response to the prompt or classmate's post (e.g. "Yes, I agree. Good post!" is not a sufficient response.) All posts should be composed of logically and syntactically valid sentences with proper spelling and grammar.
- c. **Activities.** These are activities that will ask you to read something, watch something, do something, or write something related to the topic of the unit. There are two types of activities in this course, based on how you get credit for them.
 - i. The first type requires you submit your work (a short essay, a completed worksheet, etc.) by uploading it to the corresponding Assignment in Canvas. These are marked on the schedule below with (S).
 - ii. For the second type, instead of submitting your completed work, you will use it to answer questions about the activity on the corresponding quiz on the Quizzes page in Canvas. These are marked on the schedule below with (Q).
 - iii. In some units there are worksheets linked from the Module's page that don't have a separate quiz or anything to submit, but material from these assignments will appear on the Lecture Quiz for that unit.
- d. **Lecture Quiz.** These quizzes cover material from the entire unit, with a focus on the lecture material. Questions are worth 1 point apiece.

Recommended Order: You can complete the various assignments for each unit in any order that you want, *as long as they are all complete by the due date*. However, I would recommend reading the chapter, watching the lectures, and completing the infographics first; answering the discussion prompt, doing the learning curve quiz, and completing the activities second; and completing the chapter quiz (on LaunchPad) and the lecture quiz (on Canvas) last, once you are confident with the material.

C. Grading

Grades from assignments, discussions, LaunchPad activities, and lecture quizzes will be posted on Canvas throughout the semester. It is the responsibility of the student to check their grades on Canvas and to let instructors know about discrepancies **within one week of the grades being posted to Canvas**.

Minimum grade cutoffs are listed in the table below. 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 at least 93% of the possible points, you are guaranteed to earn an A grade. Final scores will be rounded to one decimal place but will NOT be rounded beyond that (e.g., 89.92% will be rounded to 89.9%, not 90%). Being on the borderline of the next highest grade can be frustrating, so please put in the work you need to make sure you earn the grade you want!

Point Range (%)	Letter Grade
≥ 93	A
≥ 90	A-
≥ 87	B+
≥ 83	B
≥ 80	B-
≥ 77	C+
≥ 73	C
≥ 70	C-
≥ 67	D+
≥ 63	D
≥ 60	D-
< 60	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>.

D. **Incomplete (“I”)**: If a student has completed the majority of the course work with a passing grade and particular DOCUMENTED circumstances prevent completion of the course in the time allotted, the student may, with the agreement of the instructor, be assigned an “I” pending resolution of the grade. All incompletes MUST be resolved by the end of the following term or the student will receive a grade of “E” (failing).

E. **Extra Credit**

Extra credit assignments may be offered at the instructors’ discretion; if extra credit is offered, it will be open to all students and will be clearly announced on the course website (i.e. please do not ask). No individualized extra credit will be offered.

F. **Special Treatment**

Please do not request individual special treatment (extended deadlines without a documented excused absence, grade adjustments, extra credit) at the end of the semester; **we do not adjust grades or provide special treatment for individuals for any reason**. Plan to do well on all quizzes and other assignments from the beginning of the semester; if you are having difficulty in the class, please let your instructors know sooner rather than later.

XI. Disclaimer

This syllabus represents the current plans and objectives; however, schedules, requirements, and assignments may change throughout the semester as the need arises. Such changes, communicated clearly, are not unusual and should be expected.

XII. Weekly Course Schedule

Unit	Due date*	Chapter	Topic	LaunchPad	Discussion	Activities**	Lecture Quiz
1	Tuesday 18 May 11:59 p.m.	1	Process of Science	Infographics Learning Curve Chapter Quiz	Introduce Yourself AND Process of Science	Hypothesis Testing (S) ‡	Module 1
2	Friday 21 May 11:59 p.m.	3	Cell Structure & Function	Infographics Learning Curve Chapter Quiz	n/a	Osmosis: Fish & Raisins (Q) ‡ Build a Cell (S)	Module 2
3	Friday 28 May 11:59 p.m.	5	Energy Flow & Photosynthesis	Infographics Learning Curve Chapter Quiz	Artificial Photosynthesis	Artificial Photosynthesis (Q) Pigment Chromatography (S) ‡	Module 3
4	Friday 04 Jun 11:59 p.m.	7	DNA & Genetics	Infographics Learning Curve Chapter Quiz	Ethics in genetic fingerprinting	What is DNA? (Q) Stolen Artifacts (S) ‡	n/a
5		11-12	Inheritance	Infographics Chapter Quizzes	n/a	Genetics and Inheritance (Q) Blood Tests and Babies (Q)	n/a
6	Friday 11 Jun 11:59 p.m.	13	Natural Selection & Adaptation	Infographics Learning Curve Chapter Quiz	Evolutionary ideas and misconceptions	Pocket Mouse Selection (Q) Sticklebacks and Selection (Q) Feeding Tools Selection (S) ‡	Module 6
7	Friday 18 Jun 11:59 p.m.	14	Species & Speciation	Infographics Learning Curve Chapter Quiz	n/a	Evolution in a Fishpond (S) ‡ Lab Bench Virtual Experiment (Q) ‡	Module 7
SUMMER BREAK							

Unit	Due date*	Chapter	Topic	LaunchPad	Discussion	Activities**	Lecture Quiz
8	Friday 02 Jul 11:59 p.m.	15	Evidence for Evolution	Infographics Learning Curve Chapter Quiz	Ethics in Paleontology	Fossil Whales (Q) Dino Dig (Q) ‡	Module 8
9		19	Human Evolution	Infographics Learning Curve Chapter Quiz	Human Speciation	Becoming Human (Q)	Module 9
10	Friday 09 Jul 11:59 p.m.	16	Life on Earth	Infographics Learning Curve Chapter Quiz	n/a	Tree-Building Activity (Q) Evolution in our World (S)	Module 10
11	Friday 16 Jul 11:59 p.m.	17	Prokaryotes	Infographics Learning Curve Chapter Quiz	Prokaryote Diversity	Gut Microbes (Q) Prokaryote Diversity Chart (Q) Prokaryote Symbioses (S)	n/a
12		18	Eukaryotes	Infographics Learning Curve Chapter Quiz	Get to Know a Eukaryote	Eukaryote Diversity (S) Plants and Fungi Chart (Q)	n/a
13	Friday 23 Jul 11:59 p.m.	20	Population Ecology	Infographics Learning Curve Chapter Quiz	Prime Directive	Paramecium Activity (Q) ‡ Isle Royale Wolves & Moose (S) ‡	Module 13
14	Friday 30 Jul 11:59 p.m.	21	Community Ecology	Infographics Learning Curve Chapter Quiz	n/a	Sea Otters (Q) Community Interactions (S)	Module 14
15	Friay 06 Aug 11:59 p.m.	22-23	Ecosystem Ecology & Sustainability	Infographics Chapter Quiz	Human Impacts	Ecological Footprint Quiz & Survey (Q) Climate Change: The Crisis (Q) Ecosystems and a Warming Earth (S)	n/a

Note: This schedule is subject to change; the most up-to-date listing of the required assignments will be found on each module's webpage.

* Modules with a discussion have the first discussion post due three days before the due date for the rest of the material.

**Q: Activity assessed by a quiz; S: Activity assessed by submitted work.

‡: Activity includes an emphasis on formulating and/or testing hypotheses