

Integrated Principles of Biology I - Spring 2020

I. Class Meetings

Monday, Wednesday Friday

Section 0483, 0486 Period 2 - 8:30-9:20 in MCCC 100

Section 0485, 0487 Period 3 - 9:35-10:25 in MCCC 100

Section 0484, 0488 Period 6 - 12:50-1:40 in CAR 0100

Online exercises and tutorials are continuously available for each unit; particular assignments will be posted regularly

II. Expectations

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

III. BSC Laboratory Courses

The BSC laboratory courses (BSC 2010L and BSC 2011L) are managed separately from the BSC lecture courses. Please read the information available at the BSC Website (<http://www.bsc.ufl.edu> (Links to an external site.)) for more information on the laboratory courses.

IV. Instructors

Bryndan Durham, Ph.D.

Department of Biology

Office: CGRC 404

Office Hours: MW 2:30-3:30pm or by appointment

Email: b.durham@ufl.edu

Cherie Bond, Ph.D.

Department of Biology

Office: Carr 510

Office Hours: Tue/Thur 12-3

Email: bondc@ufl.edu

Ana Longo, Ph.D.

Department of Biology

Office: Carr 412

Office Hours: Mon/Wed 2:00-3:00pm, or by appointment
Email: ana.longo@ufl.edu

Online TA: Bonnie Kircher

Office: CGRC
Office Hours: By appointment
E-mail: kircherb@ufl.edu

IX. Course Resources

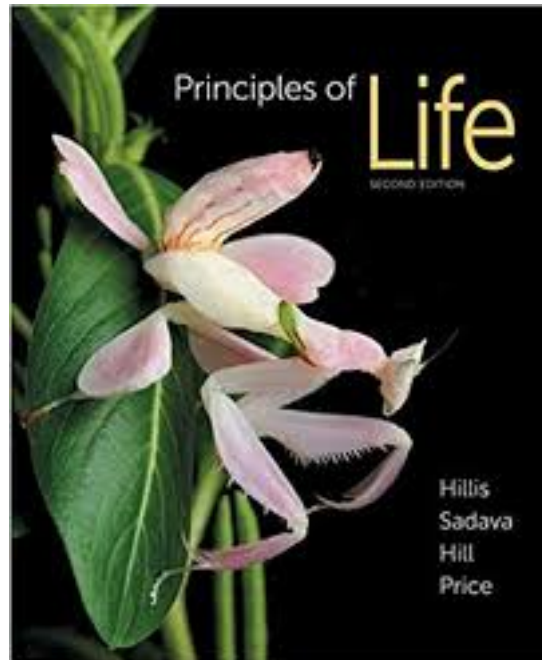
BSC Laboratory Courses

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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> (Links to an external site.).
- **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.

	Author	Title	ISBN/EAN	Edition	New	Used
UF All Access	Hillis	Prin of Life (24m) UF All Access	9781319147136	2 nd	\$99.89	N/A
Loose Leaf Text	Hillis	Prin of Life (Print Upgrade)	9781319147129	2 nd	\$37.50	N/A
Access Code	Hillis	Prin of Life (24m Launchpad Access)	9781464184734	2 nd	\$110.99	N/A
Study Guide	Hillis	Study Guide for Prin of Life	9781464184758	2 nd	\$48.99	\$36.25

We link the student LaunchPad accounts with the Canvas course, so that students access the LaunchPad materials directly through Canvas. **It is your responsibility to link your LaunchPad account with the Canvas course.**

Follow these steps to get started.

- Go to <http://elearning.ufl.edu/> (Links to an external site.) and log in.
- Find the course website. In the left sidebar, click on the area of Macmillan Learning.

- You will see the “Privacy Notice and Terms of Use (“Legal Terms”) if this is the first time you have accessed a LaunchPad assignment through Canvas.
- Review the “Privacy Notice and Terms of Use (“Legal Terms”) and select “I have read the Legal Terms.”
- Click “I agree to the Legal Terms.” Before proceeding, determine whether you already have a Macmillan account.
- If you do not have a Macmillan account, you should create an account first with your **Gatorlink email address (NOT gmail, aol, Hotmail, yahoo mail, etc)**. Then, you can choose your access option.
- If you have a Macmillan account, you should link your Macmillan account.
- Once you complete LaunchPad assignment, you should be able to see your grade on Canvas. If not, you should check out whether you linked the account properly.

For help with LaunchPad, contact LaunchPad Technical Support: 1-800-936-6899 (phone) or their online support form at <http://www.macmillanlearning.com/Catalog/techsupport> (Links to an external site.).

Tech Support Hours (all times EST)

Monday – Thursday, 8:00 AM – 3:00 AM

Friday, 8:00 AM – 12:00 AM

Saturday, 12:00 PM – 8:00 PM

Sunday, 12:00 PM –3:00 AM

D. Classroom Response System

We will use the Learning Catalytics (LC) Classroom Response System (CRS) for quiz questions during class (<https://learningcatalytics.com/courses> (Links to an external site.)). 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

We will provide instructions on how to register for LC during the first week of class. For students that enroll in this class late, follow the instructions in the “LearningCatalytics_Instruction” PowerPoint presentation found in the Files section on the course’s Canvas website. For additional information on LC, visit http://help.pearsoncmg.com/learning_catalytics/student/en/Topics/lc_looking_for_help.htm (Links to an external site.).

If you have problems with LC, visit <https://www.pearsonhighered.com/support/for-students.html> (Links to an external site.).

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 Canvas website (<http://lss.at.ufl.edu> (Links to an external site.)). 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> (Links to an external site.).

V. E-mail Communication

All e-mail correspondence to course instructors must originate from your ufl.edu account, and include your section number. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered. It is easier to check all student emails if they are in one place. All correspondence regarding the online assignments (LaunchPad and Learning Catalytics) must be sent to the Online TA (see contact information on the course front page).

VI. 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 scientific methods by which we come to know things in science, the chemical composition and processes that make up all life, genetic processes and the means of inheritance of traits, the mechanisms and processes of natural selection, and adaptation and evolution of life on Earth. 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:

- Describe a scientific hypothesis and identify testable predictions that logically follow
- Compare and contrast the components of prokaryotic and eukaryotic cells and the molecular processes driving cellular structure and functions
- Outline the process and molecular components of key metabolic pathways
- Describe the relationship between genotype and phenotype
- Predict the RNA and protein sequences that will be transcribed and translated from a given gene
- Predict the immediate and long term effects of specific gene mutations

- Discuss the evidence that all living things are descended from a common ancestor and have changed and diversified into species through time.
- Describe the primary mechanisms of evolutionary change
- Identify sources of genetic variation in populations and explain how this can be shaped in the presence of natural selection and other evolutionary forces
- Interpret and evaluate phylogenetic trees and use them to distinguish evolutionary predictions
- Outline major fundamental events in the history of life on Earth, including changes to biogeochemical cycles connected with major evolutionary transitions.

VII. 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 (SLOs) 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 2010L. In particular, the companion lab expands upon development and testing of specific hypotheses.

VIII. 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
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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 "clicker" questions used to encourage comprehension and reasoning, and graded on-line activities, exercises and assessments. Student Learning Outcomes (SLOs) are further assessed in BSC 2010L, 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 2010 and BSC 2010L provide assessments of all categories of the General Education SLOs.

X. 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/> (Links to an external site.)

XI. 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

A. 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/Student_Help (Links to an external site.)

See sections IX B and C above for information on how to get help with LaunchPad and Learning Catalytics.

B. 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 (see course front page for contact information).

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. Bonnie Kircher, 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 emailing 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 ELearning Discussion section.
- If it is a question specific to you (e.g. account or grade specific), e-mail Ms. Bonnie Kircher (e-mail: kircherb@ufl.edu). 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.

C. University Support Services

College can be a very stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. See the blog titled "[A Self Help Guide for Students \(Links to an external site.\)](#)" or contact the following services:

1. UF Counseling and Wellness Center, Radio Rd Facility, 352-392-1575
2. Dean of Students Office, 202 Peabody Hall, 352-392-1261
3. Career Resource Center, Reitz Union, 352-392-1601
4. CLAS Academic Advising Center, Farrior Hall, 100 Fletcher Drive, 352-392-1521

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 \(Links to an external site.\)](#) 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.

XII. Assessments and Grading

A. Exams

There will be three "midterm" exams, but no cumulative "final" exam. **In fall and spring terms, 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. In the summer term, in class exams are given during regular class times. Each exam will cover material from lecture, the online discussions, and the assigned reading in the textbook. The exams will not be cumulative. Each exam will be worth approximately 20% 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 their assigned exam 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. Please be aware that filling in the scantron sheets is part of the exam; no extra time at the end of the class period will be given for filling out the scantron sheets.

Each exam MAY be curved using the following approach: The top 3% of the scores in the class will be averaged, and the difference from 100 points will be added to each individual exam score.

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

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

In case of illness on exam day, a letter from the student's primary care provider will be required in order to receive an accommodation email from the Dean of Students Office (P202 Peabody Hall, <https://care.dso.ufl.edu/instructor-notifications/request/>). This letter must state that the student was unable to complete the exam on the scheduled date (i.e., a letter stating only that the student was seen in a clinic is not sufficient). A personal emergency that forces a student to miss an exam also requires a note from the Dean of Students Office. These notes must be received within 5 business days after the exam. Make up exams may be short-answer or essay format.

LaunchPad Registrations instructions can be found here: [LaunchPad Registration Instructions](#)

B. Online Assignments: LaunchPad

Students will receive up to 15% of the total course points for participation in the online exercises, and for performance on online assessments. Additional information about the LaunchPad exercises and assessments will be provided by the Online Instructor.

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 (see section IX B). 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.

Grading of Online Exercises. There are several different types of assignments for students 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 Learning Curve, 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.

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

Due Dates. Note that all due dates for assignments are clearly posted on the Canvas Assignments page, in the LaunchPad Gradebook and Calendar, and the schedule at the end of the syllabus, and reflect the most up-to-date information. The deadline for assignments is 11:55 p.m. on the specified date. **All assignments must be completed by the stated due date and time for credit. There will be NO opportunity to makeup 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.**

C. Online Pre-activities and Post-activity Assessments: Canvas

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 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. The same make-up policy is also applied to Pre-activities.

D. In-Class Quiz Learning Catalytics Questions

Students will receive 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, see above). Specifically, 18 points total will be awarded for Learning Catalytics (LC) questions; 6 points from each lecture unit of the course. The points earned will reflect the proportion of LC questions answered correctly in class. Each question posed will be scored as 0.75 LC points for a correct answer with an additional 0.25 LC points for participation. For each course lecture unit, full in-class quiz credit (~13.4 course points) will be awarded to all students achieving 70% of the total possible LC points from that unit; those achieving less than 70% will receive course points in proportion to their achieved LC points, and scaled to 70% (e.g. 50% of LC points earned = $0.5/0.75 = 0.666 = 4$ course points).

Accommodations for extended time on Learning Catalytics or use of accommodations for disability related absences requiring make-up of Learning Catalytics questions will be made only with the appropriate documentation from the DRC. These accommodations are required to be discussed with each faculty member **before** the beginning of each unit. Accommodations cannot be applied retroactively, at the end of the semester.

Make up of Learning Catalytics points will only occur in extreme circumstances. A Dean of Students note verifying documentation of illness or a personal matter causing absences for at least five days within a single unit must be received in order for accommodations to be considered. Even with such documentation, accommodation is not guaranteed. It is the student's responsibility to regularly check (i.e., daily or weekly) their gradebook 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 in a timely manner.

E. In-class Activities

Students will receive 10% of the total course points for completion of in-class activities. They will be led by the instructors during class on Fridays via the Learning Catalytics system. These activities will test your achievement of the key learning outcomes from lecture materials. 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.

F. Extra Credit

Each instructor will offer exactly 2 points of extra credit, which will apply to the appropriate exam, post curve. The extra credit assignments will be posted by the instructor near the end of each course unit. **There will be no extra credit tailored to individual students. There will be NO opportunities to make up extra credit.**

XII. Assessments and Grading

G. Grading

Assessment	Points per Unit	Total Point	% of Total Points
Exams	100	300	60
<i>LaunchPad</i>	14	42	15
Learning Catalytics	6	18	5
Pre-activities	6	18	5
Activities	6	18	10
Post-activity assessments	6	18	5
TOTAL	138	414	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 Canvas and make sure they match their grades on LaunchPad and Learning Catalytics. If there is a discrepancy you must let us know within ONE week of the grade being posted on eLearning.**

Minimum grade cutoffs are listed below. Because each exam is curved individually (see section XII-A, above), the scores for the course as a whole will not be curved (i.e. these grade cutoffs

will not be lowered or raised) except under extremely rare circumstances (i.e., unless we tell you otherwise). 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/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)

H. Special Treatment

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

XIII. 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.”

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 Academic Honesty Guidelines at: <https://sccr.dso.ufl.edu/process/student-honor-code/> (Links to an external site.)

XIV. Attendance

Attendance is not required, but students are expected to attend all classes and are responsible for all material covered during the lecture, including announcements. 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 notes and course announcements.

While attendance is not mandatory, we will be using “Learning Catalytics” for attendance monitoring. Students are strongly encouraged to attend all the classes to gain the utmost benefit of the learning experience.

XV. Time Commitment

The UF College of Liberal Arts and Sciences expects that each student will devote 3-4 hours per week per credit-hour to each course, including time in lectures and labs. Because BSC 2010 is 3 credits, each student should therefore expect to devote 9-12 hours per week to this course. 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 12 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 9 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.

XVII. Lecture/Assignment Schedule

Day/Date	Lect.	Topic	Ch.	Assignment Deadlines
		Cells and molecules unit		
1/06 Mon.	1	Introduction and Principles of Life	1	
1/08 Wed.	2	The Chemistry and Energy of Life 1	2	
1/10 Fri.	3	The Chemistry and Energy of Life 2	2	
1/11 Sat.				Activity 2.1 Animated Tutorial 2.2 Animated Tutorial Quiz 2.2 Summative Quiz Ch 2
1/12 Sun				Canvas pre-activity 1
1/13 Mon.	4	Nucleic Acids, Proteins, and Enzymes 1	3	LA: Macromolecules
1/14 Tues.				Canvas post-activity 1
1/15 Wed.	5	Nucleic Acids, Proteins, and Enzymes 2	3	
1/17 Fri.	6	Nucleic Acids, Proteins, and Enzymes 3	3	
1/18 Sat.				Activity 3.2 Activity 3.4 Animated Tutorial 3.2 Animated Tutorial Quiz 3.2 Animated Tutorial 3.3 Animated Tutorial Quiz 3.3 Summative Quiz Ch 3
1/20 Mon.		HOLIDAY		
1/22 Wed.	7	Cells 1	4	
1/24 Fri.	8	Cells 2	4	
1/25 Sat.				Animated Tutorial 4.1 Animated Tutorial Quiz 4.1 Animated Tutorial 4.2

				Animated Tutorial Quiz 4.2 Summative Quiz Ch 4
1/26 Sun.				Canvas pre-activity 2
1/27 Mon.	9	Cell Membranes and Signaling 1	5	LA: Cell Membrane
1/28 Tues.				Canvas post-activity 2
1/29 Wed.	10	Cell Membranes and Signaling 2	5	
1/31 Fri.	11	Cellular Respiration and photosynthesis 1	6	
2/1 Sat.				Animated Tutorial 5.1 Animated Tutorial Quiz 5.1 Animated Tutorial 5.2 Animated Tutorial Quiz 5.2 Animated Tutorial 5.3 Animated Tutorial 5.4 Animated Tutorial Quiz 5.4 Animated Tutorial 5.5 Animated Tutorial 5.6 Summative Quiz Ch 5
2/2 Sun.				Canvas pre-activity 3
2/3 Mon.	12	Cellular Respiration and photosynthesis 2	6	LA: Photosynthesis & Cellular Respiration
2/4 Tues.				Canvas post-activity 3
2/5 Wed.	13	Cellular Respiration and photosynthesis 3	6	
2/7 Fri.		In Class Review		
2/8 Sat.				Animated Tutorial 6.1 Activity 6.4 Animated Tutorial 6.3 Animated Tutorial 6.3 Quiz Activity 6.7 Summative Quiz Ch 6
2/11		EXAM 1 – 8:30 PM		
		Genetics unit		

2/9 Sun.				Pre-Activity: Animated Tutorial 7.1 Mitosis and AT 7.1 Quiz
2/10 Mon.	1	Cell Cycle, Mitosis	7	LA: Draw it to know it - Mitosis
2/11 Tue.				Post-Activity: Activity 7.3 Images of Mitosis
2/12 Wed.	2	Meiosis	7	
2/14 Fri.	3	Mendelian Genetics - Monohybrid	8	
2/15 Sat.				Ch7 Learning Curve Activity 7.2 Animated Tut. Quiz 7.2 Ch7 Summative Quiz
2/16 Sun.				Pre-Activity: Animated Tutorial 8.1 Independent assortment of alleles and AT 8.1 Quiz,
2/17 Mon.	4	Mendelian Genetics - Dihybrid	8	LA: Dihybrid Cross
2/18 Tue.				Post-Activity: Animated Tutorial 8.2 Quiz
2/19 Wed.	5	Extending Mendelian Genetics	8	
2/21 Fri.	6	Chromosomes & Linkage	8	
2/22 Sat.				Ch8 Learning Curve Activity 8.1 Animated Tut. Quiz 8.2 Animated Tut. Quiz 8.3 Ch8 Summative Quiz
2/23 Sun.				Pre-Activity: Animated Tutorial 9.1 and AT 9.1 Quiz Hershey & Chase
2/24 Mon.	7	Search for DNA - Structure	9	LA: DNA Structure
2/25 Tue.				Post-Activity: TBD
2/26 Wed.	8	DNA Replication	9	

2/28 Fri.	9	DNA Mutation & Repair	9	
2/29 Sat.				Ch9 Learning Curve Animated Tut. Quiz 9.1 Animated Tut. Quiz 9.4 Ch9 Summative Quiz
3/2-3/6		SPRING BREAK		
3/8 Sun.				Animated Tutorial 10.1 and AT 10.1 Quiz Transcription,
3/9 Mon.	10	Transcription	10	LA: Central Dogma
3/10 Tue.				Post-Activity: Animated Tutorial 10.2 and AT 10.2 Quiz
3/11 Wed.	10	Transcription	10	
3/13 Fri.	11	Translation	10	
3/14 Sat.				Ch10 Learning Curve Activity 10.2 Animated Tut. Quiz 10.4 Animated Tut. Quiz 10.5 Ch10 Summative Quiz
3/15 Sun.				Pre-Activity: Animated Tutorial 11.1 and AT 11.1 Quiz Transcription
3/16 Mon.	12	Gene Expression in Prokaryotes	11	LA: <i>Lac</i> Operon
3/17 Tue.				Post-Activity: Animated Tutorial 11.2 and AT 11.2 Quiz
3/18 Wed.	13	Gene Expression in Eukaryotes	11	
3/20 Fri.		Exam Review		
3/21 Sat.				Ch11 Learning Curve Animated Tut. Quiz11.1 Animated Tut. Quiz11.3 Ch11 Summative Quiz

3/24		EXAM 2 8:30-10:30 PM		
		Evolution unit		
3/23 Mon.	1	What is Evolution? Brief history of evolutionary thought	15	Concepts 15.1 & 15.7 LA: Misconceptions
3/25 Wed.	2	Forces of evolution	15	Concept 15.2
3/27 Fri.	3	Hardy-Weinberg equilibrium	15	Concept 15.3
3/28 Sat.				Animated Tutorial 15.1 Animated Tutorial 15.2 Animated Tutorial Quiz 15.2 Animated tutorial 15.3 Animated Tutorial Quiz 15.3
3/30 Mon.	4	Modes of selection	15	Concept 15.4 LA: HWE
4/1 Wed.	5	Sex: a cost-benefit analysis	15	Concept 15.6
4/3 Fri.	6	Evolution of DNA sequences	15	Concept 15.5
4/4 Sat.				Chapt 15 Summative Quiz
4/6 Mon.	7	Diagramming evolution with Phylogenies	16	Concept 16.1, 16.2 LA: Phylogeny
4/8 Wed.	8	Using phylogenies to answer evolutionary questions	16	Concept 16.3, 16.4
4/10 Fri.	9	On the origin of species	17	Concept 17.1-17.4
4/11 Sat.				Animated Tut. 16.1 Analyze Data 16.1 Chapt 16 Summative Quiz
4/13 Mon.	10	How species adapt to each other	43	Concept 43.4
4/15 Wed.	11	A brief history of life on Earth	18	Concept 18.1 Concept 18.2
4/17 Fri.	12	Evolutionary events in the fossil record	18	Concept 18.3
4/18 Sat.				Chapt 17 Summative Quiz Animated Tutorial 18.1

				Animated Tutorial 18.1 Quiz Animated Tutorial 43.2
4/20 Mon.	13	Limb Development and Evolution		
4/22 Wed.		Exam Review EXAM 3 8:30-10:30 PM		

XVI. Conduct in Class

Please be courteous and do not talk during lecture. This can be distracting to other students and the instructor.

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, and voice recording devices. Other uses of these devices or the use of unapproved devices will be considered disruptive and students will be asked to discontinue use of such devices immediately. Unapproved electronic devices include video recorders, digital cameras and MP3 players. Multiple disruptions will be considered grounds for the assignment of a failing grade.

XVII. 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/> (Links to an external site.). Note that the student should provide documentation of a requirement for accommodation as soon as possible in the semester, so that arrangements can be made with the DRC. 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.

XVIII. Course Evaluation

To improve the teaching and learning of this important course, students are required to submit a teaching evaluation for each instructor electronically via this website: <https://evaluations.ufl.edu/evals/> (Links to an external site.) Evaluations are stored and reported in a completely anonymous manner. Authentication for evaluation submission is only to ensure that only one evaluation is submitted per student per instructor.