

# Integrated Principles of Biology 1 Syllabus – Fall 2020

## BSC2010 ONLINE ONLY

### I. INSTRUCTOR INFORMATION

**Professor:**

Stefanie Gazda, Ph.D.

Email: [stefanie.gazda@ufl.edu](mailto:stefanie.gazda@ufl.edu)

Office Hours: Thursdays from 1:30 to 3:30 pm  
and by appointment online.

**Teaching Assistants:**

TAs (and their Office Hours) will be posted in  
Canvas by the start of the course.

*Office hours will be held via Zoom*

### II. COURSE INFORMATION

The entire course will be conducted online through the course CANVAS website. You can directly access the Canvas login at <https://elearning.ufl.edu/>.

### COURSE COMMUNICATION

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 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. For the timeliest responses, use the Inbox Tool in Canvas.

### COURSE TEXTBOOK

You may choose to buy a hardcopy of the textbook or an eBook access code. If you choose to purchase the eBook, you may access it directly in Canvas. You will create and use a LaunchPad account (even though this course will not use the LaunchPad assignments) to access the eBook. Instructions on how to access LaunchPad and connect your account can be found in the Orientation Module in Canvas.

Principles of Life, **3rd Edition**, by David M. Hillis; Mary V. Price; Richard W. Hill; David W. Hall; Marta J. Laskowski. Sinauer Associates and Macmillan (publisher).

If you have problems registering, purchasing, or logging in, please contact Customer Support at <https://community.macmillan.com/community/digital-product-support>. You can reach a representative 7 days a week through the online form, by chat, or by phone at (800) 936-6899.

## UF All Access

Please note that this course will be participating in the UF All Access program. Students will be able to opt-in to the access to LaunchPad with eBook access for Principles of Life when classes begin and pay for these materials through their student account. Students who do not choose to “opt-in” will be able to purchase a standalone LaunchPad code with eBook access through the UF Bookstore or online through the LaunchPad site. Both options provide access to the same material, however, opting-in will provide the course materials at the lowest price. There will also be a print version of the textbook available at the UF Bookstore for students who wish to have a physical hardcopy of the text as a companion to the required online materials.

## UF All Access

Please note that this course will be participating in the UF All Access program. Students will be able to opt-in to the REQUIRED access to LaunchPad with eBook access for Principles of Life when classes begin and pay for these materials through their student account. Students who do not choose to “opt-in” will be able to purchase a standalone LaunchPad code with eBook access through the UF Bookstore or online through the LaunchPad site. Both options provide access to the same material, however, opting-in will provide the course materials at the lowest price. There will also be a print version of the textbook available at the UF Bookstore for students who wish to have a physical hardcopy of the text as a companion to the required online materials.

## COURSE DESCRIPTION

General Biology Core: the first of a two-semester sequence that prepares students for advanced biological sciences courses and allied fields. Studies the origin of life systems; of biological molecules and organization of living things at the subcellular, cellular and organismic levels; and of the activities of living forms in obtaining and utilizing energy and materials in growth, maintenance and reproduction. The BSC Online Lecture course (BSC 2010) is a separate course from the BSC Online Lab course (BSC 2010L).

## PREREQUISITE KNOWLEDGE AND SKILLS

Degree-seeking students only. Prerequisite: None

## MINIMUM TECHNICAL SKILLS

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

## 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 the development of reasoned thought and for evaluation of life experiences.

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

1. Create a scientific hypothesis and identify testable predictions that logically follow.
2. Compare and contrast the components of prokaryotic and eukaryotic cells and the molecular processes driving cellular structure and functions.
3. Outline the process and molecular components of key metabolic pathways.
4. Differentiate the relationship between genotype and phenotype.
5. Predict the RNA and protein sequences that will be transcribed and translated from a given gene.
6. Predict the immediate and long-term effects of specific gene mutations.
7. Discuss the evidence that all living things are descended from a common ancestor and have changed and diversified into species through time.
8. Examine the primary driving forces of evolutionary change.
9. Identify sources of genetic variation in populations and explain how this can be shaped in the presence of natural selection and other evolutionary forces.
10. Interpret and evaluate phylogenetic trees and use them to distinguish evolutionary predictions.
11. Outline major fundamental events in the history of life on Earth, including changes to biogeochemical cycles connected with major evolutionary transitions.

## GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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 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.

<b>Category</b>	<b>Institutional Definition</b>	<b>Institutional SLO</b>
<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, short comprehension check quizzes 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. In combination, BSC 2010 and BSC 2010L provide assessments of all categories of the General Education Student Learning Outcomes.

## **COURSE EXPECTATIONS**

Each student is solely responsible for reading and following the instructions, guidelines, and schedules in this syllabus. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing an assignment or other assessment.

## **III. COURSE POLICIES**

As part of BSC 2010, you are required to complete online assignments. If at any time you have questions about these assignments, please contact the Online Instructor. A schedule will be posted on e-Learning with the due dates for each assignment. All assignments must be completed by the stated due date and time for credit. No credit will be given for assignments completed after the deadline. Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline. Many assignments may take several days to complete, so make sure you have time to devote to that assignment before you begin. You are expected to work by yourself on the

assignments and cheating will not be tolerated. Note that all due dates for assignments are clearly posted on the course website and reflect the most up-to-date information.

## ATTENDANCE

Students are expected to check the Canvas course regularly for announcements, assignment due dates, and other course-related information. Students are to complete all assigned work (quizzes, activities, and discussions) by the due dates. Students are strongly encouraged to read the assigned chapters before attempting any of the assignments as this will make it easier to comprehend the material.

## 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. A recommended time allocation is in the table. 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.

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

## COMMUNICATION WITH YOUR ONLINE INSTRUCTOR

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

- Course Syllabus
- e-Learning Announcements (this is the primary means that your Online Instructor has to communicate with you in a timely manner)
- e-Learning Study Room 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 Study Room section at the end of the Module in question.
- If it is a question specific to you (e.g. account or grade specific), e-mail your instructor. Barring unusual circumstances, expect a reply with 24 hours (48 hours on weekends; do not expect an immediate response in the evenings). E-mails and e-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

## COURSE ACTIVITIES AND MATERIALS

There are several different types of assignments that students will have to complete. For most assignment types (activities, tutorials, etc.) you will receive a grade based on the grading rubric provided. **There are no make-ups available for assignments.** Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within Canvas, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems, if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

**Repeated for emphasis: technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!**

### Exams

There will be three "midterm" exams, but no cumulative "final" exam. Each exam will cover material from video lectures, comprehension checks, learning activities, the online discussions, and the assigned reading in the textbook.

All exams will be multiple-choice and will be administered using Honorlock. You will have to download an extension for your browser, and you can only use Google Chrome. For detailed instructions about Honorlock, review the student instructions page in the Orientation Module.

If necessary, exams MAY be scaled using the following approach: The top 3% of the scores will be averaged, and the difference from 100 points will be added to each exam score.

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

## Make-up Exams

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

In case of illness on exam day, a letter from the student's primary care provider is required. 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) and must go through the Dean of Students Instructor Notification system (<https://care.dso.ufl.edu/instructor-notifications/>). A personal matter must also go through the same process. These notes must be received within five business days after the exam. Make up exams may be short-answer or essay format.

## Learning Activities

Each module will contain 1-3 learning activities. These assignments, unless otherwise stated, will be graded based on the specific grading rubric for each assignment. Rubrics for each assignment are available in their module section. It is advisable to look at the rubrics prior to submitting your assignment to make sure you have included all the required information for the assignment.

You will complete these activities in groups or individually. For group activities, these assignments will require you to either post a question or comment to the discussion board in Canvas and then respond to peers' posts OR participate in a group discussion and submit answers to an assignment as a group. Each discussion assignment will indicate which format should be used.

## Peer Review

Some group work will require you to evaluate each other. This is a critical component. Assignments requiring Peer Review will indicate as such in the directions. Peer Reviews are automatically assigned by Canvas on Sunday at 11:59 pm. You will have until the following Wednesday at 11:59 pm to complete the Peer Review.

Reviews are **ONLY** assigned to students that have participated in the activity by the due date. Students cannot be assigned Peer Reviews manually; if you are not assigned a Peer Review due to late submission, you will not get credit for either the assignment (see above) or the Peer Review. More information on how to access Peer Reviews can be found in Canvas.

## Study Rooms

To facilitate actual discussion beyond the required assigned group discussions, a "Study Room" will be set up in e-Learning in Canvas at the end of each module. 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.

I DO NOT GIVE OUT EXTRA CREDIT! If you would like to earn more points towards your score, the best way to do this is to participate more. The more Study Rooms that you participate in, the more credit (up to 5% of your total grade) you can earn. Participation should be of quality: repeated questions already answered, or questions asked within three hours of the closing of the Study Room (thus not allowing sufficient time to be answered) do not count. Posts that do not follow the Netiquette policies do not count as participation.

## Realizeit Learning

This course uses a software platform called Realizeit to present learning content in each module. Realizeit is a personalized adaptive learning software platform. Realizeit allows you to progress at your pace through a learning path that is created and adapted for you throughout the course progression. In the Module 0 Realizeit Assignment, you will access Realizeit for the first time and be introduced to the system through a series of videos and text. It is highly recommended that you watch each video. Please read the Realizeit Assignment page AND watch the videos. Here is a general overview of Realizeit:

1. Realizeit is divided into modules, like in Canvas.
2. Within each module, there are sub-topics, or lesson nodes. Each module has a different number of lesson nodes. The lesson nodes are the circles on your learning map.
  - a. Each lesson node is split into sections, depending on the content. There are six types of sections used in this course: Introduction, Learning, Quick Check, Apply Your Knowledge, Supplemental Examples, and Questions.
  - b. Each node will contain Introduction, Learning, and Questions sections. The other sections will vary based on the lesson node.
3. You can access Realizeit directly in Canvas. You do not need to create a Realizeit account.
4. All deadlines and grading will be visible in Canvas.
  - a. Module Realizeit Assignments, including practice and revisions, must be completed by Sunday at 11:59 pm EDT/EST.
5. The entire module will take you a few hours to complete. Please dedicate enough time during the week to complete the whole module and leave enough time for practice and revisions.
  - a. Each node will take approximately 20-30 minutes. Each module varies in the number of lesson nodes.
6. Realizeit Modules are not quizzes, in other words, you don't answer questions once and then are done.
7. Realizeit's grading formula is thoroughly explained in the Grading Video. In this course, if your *Module Score* in Realizeit is 96% or higher, it will be rounded up to 100%.

## Pre-Test and Post-Test

At the beginning and end of the semester you will take a pre-test and post-test assessment. This is a multiple-choice question test designed to evaluate your prior knowledge of Biology (pre-test) at the



start of the semester and your acquired knowledge of Biology (post-test) at the end of the semester. You will be graded for completeness, not correctness. Please answer thoughtfully using only your current knowledge (do not use outside resources such as your textbook). Your answers are important as they will be used to analyze the course for gaps in teaching. Both assessments will be proctored using Honorlock.

## Research Study

This course is participating in an IRB-approved research study at the University of Florida. The study is called *Adaptive vs. traditional learning in higher education introductory biology courses*. You will be asked to participate in this study. **Your participation is voluntary, and you can decline to participate or withdraw consent at any time, with no consequences.**

The details of the study are provided in the Orientation Module in Canvas.

## COURSE GRADING

Assignment totals are subject to change at the discretion of the instructor. All grades will be posted on e-Learning, and it is the responsibility of the student to check their grades to make sure they are accurate. If there is a discrepancy, you must let us know within ONE week of the grade being posted on e-Learning.

Assignments	Percentages
Exams (3)	36 % (12% each)
Individual Assignments	17%
Group Assignments	15%
Realizeit Assignments	25%
Peer Reviews	5%
Study Rooms	5% (Extra Credit)
Pre-Test and Post-Test	2%
Research Study Assignments	2% (Extra Credit)

The minimum grade cutoffs are listed below. 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-

Point Range (%)	Letter Grade
≥ 83.33	B+
≥ 80.00	B
≥ 76.66	B–
≥ 73.33	C+
≥ 70	C
≥ 66.66	C–

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: [Grades and Grading Policies](#).

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.

## PARTICIPATION

Group assignments require you to discuss answers in groups. You must adhere to the netiquette policies outlined below. There are rubrics for discussions, but keep in mind that posts should make educated initial posts about the topic and properly cite sources and provide constructive criticism and feedback for groupmates' posts.

### Netiquette

When posting on the Discussion Board in your online class, you should:

- Make posts that are on-topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending them.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.

- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

## COURSE TECHNOLOGY REQUIREMENTS

It is the responsibility of the student to maintain a functioning computing system and internet connection that can meet the minimum technical requirements of the course.

Computing/internet connectivity issues will NOT be acceptable excuses for missed deadlines unless they are brought to the attention of the instructor at least 48 hours prior to the deadline and accompanied by the ticket number from technical support.

## LATE WORK

Late work will not be accepted, unless there is written documentation from the Dean of Students Office (<https://care.dso.ufl.edu/instructor-notifications/>), or due to a documented technical issue. If there is an issue with you completing your assignments on time, contact your instructor immediately. Do not wait until the last minute!

## MAKE-UPS

There are no make-ups available for assignments. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodations to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within CANVAS, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems, if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: Technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

## DROP/ADD/WITHDRAWAL

A student can drop/add 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.

## 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/>.

## IV. UF POLICIES

UF Online students are bound by the same UF policies as on-campus students. Please read through this section in full.

### UNIVERSITY POLICY ON ACADEMIC CONDUCT

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code](#) specifies the number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting an accommodation. 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. Accommodations are not retroactive.

## CLASS DEMEANOR OR NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the [Netiquette Guide for Online Courses](#) for expected student behavior.

## MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

## SOFTWARE USE

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## VIRTUAL CLASS SESSIONS

Our virtual class sessions, if any, may be audio-visually recorded for students in the class to refer back. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute

button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

## V. TECHNOLOGIES

This course uses the following technologies.

### REALIZEIT LEARNING

This course uses a software platform called Realizeit to present learning content for all modules. You should access Realizeit from a laptop or desktop computer.

Please use the Help Guide (question mark icon) in the upper right-hand corner of Realizeit if you have any questions.

If you have any technical difficulties while using Realizeit, please email [support@realizeitlearning.com](mailto:support@realizeitlearning.com).

### HONORLOCK

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome browser](#); furthermore, the Honorlock extension must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#).

### ZOOM

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>.

## VI. GETTING HELP

Resources are available at [Distance Learning's Getting Help](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints about your experience in this course, please visit [Distance Learning's Student Complaint Process](#) to submit a complaint.

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

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

## TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact <mailto:umatter@ufl.edu>, 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center:** Visit [counseling.ufl.edu](https://counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](https://shcc.ufl.edu).
- **University Police Department:** Visit [police.ufl.edu](https://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](https://ufhealth.org/emergency-room-trauma-center).

## ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [career.ufl.edu/](https://career.ufl.edu/).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources: [cms.uflib.ufl.edu/ask](https://cms.uflib.ufl.edu/ask)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/)

## VII. PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

Technology	Privacy Policy	Accessibility Policy/Statement
Instructure (Canvas)	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
Sonic Foundry (Mediasite Streaming Video Player)	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
Zoom	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
YouTube (Google)	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
Microsoft	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
Adobe	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>



Technology	Privacy Policy	Accessibility Policy/Statement
Honorlock	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
OpenStax	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
Realizeit Learning	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>

## VIII. COURSE SCHEDULE

Module	Start	End	Subject
0	8/31	9/6	Orientation (Complete to access Module 1)
1	8/31	9/6	Scientific Process
2	9/6	9/13	Chemistry and the Building Blocks of Life
3	9/13	9/20	Cells: Organelles and Membranes
4	9/20	9/27	Cell Membrane and Signaling
Exam 1	9/29	10/1	Exam 1
5	9/27	10/4	Energy Pathways
6	10/4	10/11	Cell Cycles
7	10/11	10/18	Inheritance, Genes, Chromosomes & Genomes
8	10/18	10/25	DNA Replication and Transcription
9	10/25	11/1	Translation & Gene Expression
Exam 2	11/4	11/5	Exam 2
10	11/1	11/8	Evolution I
11	11/8	11/15	Evolution II
12	11/15	11/22	Phylogenetics
13	11/29	12/6	Speciation
14	12/6	12/13	History of the Earth
Exam 3	12/14	12/15	Exam 3

## VIV. DISCLAIMER

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.