BSC 2011 – Integrated Principles of Biology II
Syllabus for sections 0543 and 2A82
Spring 2017

I.   Class Meetings

These sections of BSC2011 feature interactive learning led by Learning Assistants (LAs)

Monday, Wednesday:
Sections 0543 and 2A82   Period 4 10:40 AM–11:30 AM   McCarty C 0100

Friday:
Section 0543   Period 3 9:35 AM-10:25 AM   CSE E235
Section 2A82   Period 4 10:40 AM–11:30 AM   CSE E235

II.   Expectations

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

III.   BSC Laboratory Courses

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

IV.   Instructors

Christine Davis, Ph.D.
Department of Biology
Office: 614 Carr Hall
Office Hours: Mon period 6 or by appointment
Email: christine.davis@ufl.edu

Keith Choe, Ph.D.
Department of Biology
Office: 321A Bartram Hall
Office Hours: Wed period 6
Email: kchoe@ufl.edu

Jennie DeMarco, Ph.D.
Department of Biology
Office: 417 Carr Hall
Office Hours: M, W, F 12:40pm-2:30pm and by appointment
Email: jennied@ufl.edu

Kristen Sauby (Online Instructor/TA)
Graduate Teaching Assistant
Department of Biology
Office: 110 Bartram Hall

Learning Assistants: Seth Downing, Mar Dominguez, Leann Grange, Grace Hanvey, Tasnim Hussein, Adam Miller, Alexandra (Alex) Miller, Leslie Santana, Hannah Schmidt, Jonathan Wilson

V.   Course Communications

All e-mail correspondence to course instructors must **originate from your ufl.edu or Canvas account, have your full name in the body of the e-mail, and contain your course and section number in the subject line**. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered.
All correspondence regarding the online assignments (*LaunchPad*) must be sent to the Online instructor/TA (Kristen Sauby at ksauby@ufl.edu).
To facilitate actual discussion, a discussion forum will set up in E-Learning. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructors, Ms. Sauby, 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.

A.   Communication with Your Online Instructor/TA

When you have a question about the LaunchPad assignments, check the following sources first to see if it is already answered, **before** e-mailing your Online Instructor/TA:
- o   Course Syllabus
- o   E-Learning announcements (this is the primary means that your Online Instructor/TA has to communicate with you in a timely manner)
- o   E-Learning Discussion FAQ
- o   E-Learning Discussion General Posts

If you still cannot find the answer to your questions:
- o   If it is a question that others might find useful to know the answer to as well, post it in the E-Learning Discussion section.
- o   If it is a question specific to you (e.g. account or grade specific), e-mail Ms. Sauby. Barring unusual circumstances, expect a reply with 24 hours during the work week. E-mails and E-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

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 evolution, diversity, and function of photosynthetic life; the evolution, structure, function, and physiology of animals; and the ecology of organisms, populations, communities, biomes, and the biosphere. An additional course goal is to develop critical thinking skills for development of reasoned thought and for evaluation of life experiences.

Objectives of the course will be achieved if, by its conclusion, students can:
- ☐   Read and evaluate a phylogenetic tree
- ☐   Describe the challenges of life on land and the traits that enabled plants to diversify on land
- ☐   Discuss the potential adaptive significance of synapomorphies that define major clades of plants
- ☐   Explain how alternation of generations varies in plant lineages and its significance to reproduction
- ☐   Diagram the basic components of plant vasculature and characterize their function
- ☐   Identify common plant adaptations and show how they are shaped by convergent evolution
- ☐   Discuss the role of hormones in plant development and environmental response
- ☐   Describe a scientific hypothesis and identify testable predictions that logically follow
- ☐   Explain major themes to animal physiology and how it is linked with medicine
- ☐   Explain physical principles governing gas exchange in animals in air and water
- ☐   Diagram blood flow through the vertebrate circulatory system and describe the major functions of blood vessel types
- ☐   Diagram the arrangement of major proteins governing muscle contraction and describe excitation contraction coupling
- ☐   Describe the principles of electrical signals in neurons and diagram the organization of the vertebrate nervous system
- ☐   Explain principles governing how nitrogen waste is processed in animals and how salt and water balance are maintained in animals
- ☐   Describe and explain how climate and topography shape ecological systems
- ☐   Identify, compare, and contrast major terrestrial and aquatic biomes
- ☐   Explain the forces that regulate populations in natural systems
- ☐   Describe how species interactions can influence fitness, population dynamics, and species distribution and can result in evolutionary change
- ☐   Explain how communities change over space and time and be able to calculate species diversity
- ☐   Describe the challenges faced in conserving species, and explain different conservation approaches that can be used to help preserve biodiversity.
- ☐   Explain the mechanisms that underlie animal behavior, and how behavior is shaped by natural selection
- ☐   Diagram the global carbon and nitrogen cycle and identify the major stocks and fluxes.
- ☐   Identify major anthropogenic changes to the carbon, nitrogen, and phosphorus and describe how these changes have altered ecological systems

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 for Biological Sciences are achieved through lectures, in class activities and discussion, interactive "clicker" response systems, and online activities and exercises. The learning objectives and SLOs are further reinforced by inquiry-based and active-learning exercises in the

companion laboratory course, BSC 2011L. In particular, the companion lab expands upon development and testing of specific hypotheses.

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
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.
COMMU NICATION	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 assess comprehension and reasoning, weekly in-class activities led by Learning assistants, and graded on-line activities, exercises and assessments. Student Learning Outcomes are further assessed in BSC 2011L, the companion lab course. For example, the Communication SLO is assessed in graded written assessments and in oral presentations in the lab. In combination, BSC 2011 and BSC 2011L provide assessments of all categories of the General Education Student Learning Outcomes.
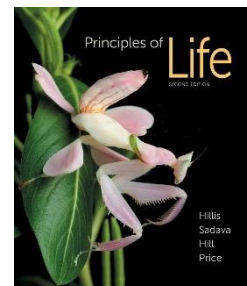
IX.   Course Resources

A. **Textbook**
Principles of Life, 2nd Edition, by Hillis, Sadava, Heller, & Price, Sinauer Associates and W.H. Freeman (publisher)
There are current versions of the textbook on reserve at the Marston Science Library. Visit the Reserve Materials area to check out these copies.

B. **Online Resources and Electronic Textbook**
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* and an e-book. Alternatively, you may access *Launchpad* and the e-book by making a standalone purchase online at http://www.macmillanhighered.com/launchpad/hillis2e/4893232. 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 make sure your access DOES NOT expire before the end of the semester.**

C. Classroom Response System (Clicker)
We will use the Top Hat Classroom Response System (CRS) for quiz questions during class. Top Hat allows students to use a cell phone (text messaging), laptop, tablet, smartphone, or an iPod touch to participate in class. Course Website (E-Learning)

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

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/

XI. Getting Help

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.shtml

It is each student's responsibility to check their Top Hat gradebook in a timely fashion to be sure their submissions are being properly recorded. For problems with Top Hat, call the following support number: 1-888-663-5491 or e-mail support@tophatmonocle.com.

If you have technical difficulties with LaunchPad, please contact *LaunchPad* Technical Support: 1-(877) 587-6534 (phone) or visit 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, 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 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

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
- 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

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 E-Learning discussion board.
- If it is a question specific to you (e.g. account or grade specific) that concerns LaunchPad, contact Ms. Sauby. Otherwise, contact the appropriate instructor.

XII.   Assessments and Grading

A. Exams

There will be three "midterm" exams, but no cumulative "final" exam. The midterm exams will be administered during the normal semester and during the normal class meeting times. Each exam will cover material from lecture, in-class activities, online assignments, and the assigned reading in the textbook. The exams will *not* be cumulative however concepts taught in this course build on each other and concepts covered in BSC2010. In order to do well on the exams you need to remember and apply concepts covered in BSC2010 and in earlier units of this course. Each exam will be worth approximately 26.1% of the course grade.

All exams will be multiple-choice and machine graded. Answer sheets will be provided and must be filled in using a #2 or softer pencil. **Each student must take the exam during her/his registered section time. Each student must bring her/his Gator ID to class on exam days.** No student will be allowed to start an exam after the first student to complete an exam leaves the classroom. All exams and answer sheets will be collected at the end of the exam period. No additional time will be given to complete an exam if you arrive late. No extra time will be given for filling out the scantron sheets.

1.   Exam Curves

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

2.   Exam Review

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

3.   Make-up Exams

No make-up exams will be given without prior permission or documentation of illness. Students that will be missing an exam due to a pre-arranged university-approved excused absence (sports, etc.) should let the instructor know **a minimum of two weeks in advance**. These students may be required to take the make-up exam *before* the scheduled in-class exam. In case of illness or personal emergency on exam day, students must submit documentation to the Dean of Students office (P202 Peabody Hall, dsocares@dso.ufl.edu) and request an instructor notification to be sent. These notes must be received within five business days after the exam.

B. Online Assignments (LaunchPad)

As part of BSC 2011, you are required to complete online assignments administered through the LaunchPad site that will account for 10.9% of your overall grade. A schedule will be posted on E-Learning with the due dates for each assignment. You are expected to work by yourself on the assignments and cheating will not be tolerated. *LaunchPad* grades will be transferred to UF E-Learning at the **end** of each unit, but will also be viewable at any time on the *LaunchPad* website.

1.   Website Address

The *Launchpad* website is: http://www.macmillanhighered.com/launchpad/hillis2e/4893232.

2.   Getting Help

Online Instructor/TA: Kristen Sauby

E-mail address: ksauby@ufl.edu

If at any time you have questions about the assignments, please contact the Online Instructor/TA. **DO NOT contact the Lecturer for questions about online homework completed through *LaunchPad*.**

For help with *LaunchPad* technical issues see "Section 7. Technical Issues" below.

3.   Setting Up Your Account

You must use your Gatorlink (@ufl.edu) e-mail address, which will be your username. Using an e-mail address other than your UFL e-mail address will result in **NO CREDIT** received for assignments administered through *Launchpad*. This cannot be changed after registration; be sure to register correctly.

NOTE: if you already purchased *Launchpad* access in a different semester, you can log in using your existing username, which should be your Gatorlink email address. You will then be asked to provide your UFID number.

Steps:
a)   Go to **the LaunchPad course page**. Bookmark it for easy access throughout the semester.
b)   If you have an access code, click "I have a student access code" and follow the instructions; otherwise . click "I want to purchase access".
c)   If you are waiting on financial aid, click "I need to pay later" to create a temporary account. When this temporary access expires (in three weeks), you will need to purchase access to the site.
d)   If you have any questions or problems logging in, please contact Technical Support. 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.

4.   Grading of Online Exercises
There are several different types of assignments that students will have to complete:
☐   **Quizzes**: students will be graded based on the number of questions answered correctly out of total number of questions on the FIRST quiz submission.
☐   **All other assignment types (activities, tutorials, etc.)**: students will receive full credit upon completion.

Launchpad displays your grades on assignments and their status (e.g., complete, or due in *x* days) in the Gradebook. The home page also will notify you of assignments' status (e.g., due in *x* days).
Also, there are many other resources available on LaunchPad to help you study material from your textbook, such as Diagnostic quizzes, Flashcards, Interactive chapter summaries, etc. Items that are NOT listed in the Gradebook will not be graded, but we still strongly encourage you to use them to help you study.
5.   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
☐   just after each lecture to help reinforce the material and prepare for the exam.

You can always go back and re-do the assignments after you have submitted them for a grade, as a study aid.
6.   Due Dates
Note that all due dates for assignments are clearly posted in the LaunchPad Gradebook and Calendar and reflect the most up-to-date information. The deadline for assignments is 11:55 p.m. on Thursday evenings. **All assignments must be completed by the stated due date and time for credit. There are NO make-ups available for *LaunchPad* assignments.** Extensions for LaunchPad assignment sets will only occur in extreme circumstances. A Dean of Students note verifying documentation of illness or a personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for accommodations to be considered.
Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline.
7.   Technical Issues
For help with *LaunchPad* technical issues, contact *LaunchPad* Technical Support:
☐   Phone: 1 (877) 587-6534 (phone)
☐   Online support form: http://support.bfwpub.com/supportform/form.php?View=contact

Tech Support Hours (all times EST)
     Monday – Thursday, 9:00 AM – 3:00 AM
     Friday, 9:00 AM – 11:00 PM
     Saturday, 11:30 AM – 8:00 PM
     Sunday, 11:30 AM – 11:30 PM
If there is a technical problem with accessing *LaunchPad* or a particular assignment within *LaunchPad*, you must contact *LaunchPad* technical support **FIRST, at least 2 days before the deadline. LaunchPad tech support is the only one who can fix technical issues with the site.** Then, contact the Online Instructor/TA at least 2 days prior to the deadline, so appropriate steps can be taken to fix the issue.

C. **In-Class Quiz "Clicker" Questions**

Students will receive up to 4.7% of the total course points for participation in the in-class quizzes that are to be answered using the classroom response system (Top Hat, see above).

<u>Students may not make up Top Hat questions, regardless of the reason</u> (e.g., absence, malfunctioning cell phone, forgot to register, etc.).

It is the student's responsibility to regularly check (i.e., daily or weekly) their gradebook in Top Hat to ensure that their submissions were correctly received, and to contact Top Hat support to resolve any issues with submissions not being properly recorded in the Top Hat gradebook.

   1. Grading

18 course points total will be awarded for Top Hat quizzes; 6 course points from each lecture unit of the course. The points earned will reflect the proportion of Top Hat questions answered correctly in class. Each question posed will be scored as 0.25 Top Hat points for participation with an additional 0.75 Top Hat points for a correct answer. For each course lecture unit, full in-class quiz credit (6 course points) will be awarded to all students achieving 75% of the total possible Top Hat points from that unit; those achieving less than 75% will receive course points in proportion to their achieved Top Hat points (e.g. 50% of Top Hat points earned = 3 course points).

   2. Setting up Your Account

IMPORTANT: when creating your account, you must use your Gatorlink (@ufl.edu) e-mail address. Failure to do so will result in NO CREDIT received for Top Hat units.

Please follow these instructions to register:

   a)   Go to https://tophat.com/
   b)   Follow the Sign-up menu at the top of the page for "Student"
   c)   Complete the five step process for adding an account (School, Account Info., Grading Setup, Phone, and Course). If you already have an account, then you should be able to just add this course.
   d)   For "School" choose "University of Florida"

   You must use your Gatorlink ID for your "Student ID." Example: If your e-mail address is albert@ufl.edu, use *albert* NOT your 8-digit numerical UF ID (e.g., 1234-5678). Your Student ID should be all lowercase, and be careful not to enter a space afterwards!
   If the "Username" is already taken, you may add a few numbers to the end (e.g., *albert123*). **Your "Student ID" must be your Gatorlink ID however.**

   Important note about purchasing TopHat license keys (prepaid subscriptions) at the bookstore:
   You can purchase prepaid subscriptions for TopHat at the UF Bookstore. The prices may be higher than the prices when purchasing access directly from the TopHat website (see https://tophat.com/pricing/ for details). However, purchasing the TopHat subscription at the bookstore may benefit those students with financial aid. Note that TopHat will be used in both BSC 2010 and BSC 2011 as well as in other upper division courses offered through the Biology Department. Thus, you may find it advantageous to purchase the 1-year or 5-year subscription rather than a single semester subscription.

   3. Technical Issues

   For problems with Top Hat Monocle, call the following support number: 1-888-663-5491 or e-mail support@tophatmonocle.com

   Top Hat tech support cannot recover grades for submissions that did not save unless the student provides a screenshot of their submission within 24 hours of lecture.

D. **Online Pre and Post Tests**

Students will receive approximately 1.3% of the total course points for completion of online pre- and post- tests administered through LaunchPad.

Each of the tests is composed of 40 multiple-choice questions and will assess your knowledge of key concepts both upon entering and exiting BSC2011. You will have 1 hour to complete each test after you have begun. Your raw score will be scaled to a point value out of a total 5 points.

Your post-test grade (which should be much higher) will replace your pre-test grade at the end of the semester if you complete BOTH pre- and post-tests. There is a two point penalty if you do not take both the pre- and post-test. See the table below for examples of how the pre-post test score is calculated.

Student	Pre-test score	Post-test score	Final Score
A	2	4.5	4.5
B	1	4.25	4.25
C	(not taken) 0	4.5	2.5
D	3	(not taken) 0	1

The difference between the two scores on these tests will enable both you and your instructors to independently measure how much you learned throughout the semester. **There are NO make-ups available for the pre- and post-tests.** Each test is available at all times for several days until the deadline. It is especially important to not wait until just before the deadlines to complete the online pre- and post- tests. A computer problem happening within 24 hours of the deadline is not a valid excuse for not completing the assignment.

E. **Online post-activity assessments**
Students will receive approximately 4.7% of the total course points for completion of online post-activity assessments administered through Canvas. These sections of BSC2011 feature interactive learning on Fridays, which is led by your Learning Assistants (LAs). Prior to each Friday's activity, you'll complete one of the LaunchPad assignments (see section B) and after each Friday's activity, you'll complete a post-activity assessment on Canvas. This assessment will test your achievement of the key learning outcomes from the activity, and will also ask you to comment on your learning and the functioning of your group.

F. **Extra Credit**
Each instructor has the option of offering 2% of extra credit. *If* extra credit is offered, the same content and amount will be offered to all students. There will be no extra credit tailored to individual students.

G. **Grading Summary**

Assessment	Points per Unit	Total Point	% of Total Points
Exams	100	300	78.3
LaunchPad	14	42	10.9
Pre/post test	--	5	1.3
Top Hat	6	18	4.7
Post-activity assessments	6	18	4.7
TOTAL	126	383	100.0

All grades will be posted on E-Learning (in terms of course points, i.e., the point scheme above), and it is the responsibility of the student to check their grades on E-Learning and make sure they match their grades on *LaunchPad* and Top Hat. **If there is a discrepancy you must let us know within ONE week of the grade being posted on E-Learning.**
Minimum grade cutoffs are listed below. Because each exam may be curved individually (see section XI-A, above), **the scores for the course as a whole will not be curved** (i.e. these grade cutoffs will not be lowered) except under extremely rare circumstances (i.e., unless we tell you otherwise these cutoffs will not be lowered, <u>so do not ask</u>). However, these cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. **Final scores will NOT be rounded** (i.e., 89.99% is not 90%).

Point Range (%)	Letter Grade
≥ 90.00	A
≥ 86.66	A–
≥ 83.33	B+
≥ 80.00	B
≥ 76.66	B–
≥ 73.33	C+
≥ 70	C
≥ 66.66	C–
≥ 63.33	D+
≥ 60	D
≥ 56.66	D–
< 56.66	E

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

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 nor are grades "rounded up"**. Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let your instructors know *before* the exams rather than after.

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://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty.

XIV.   Attendance
Students are expected to attend all classes and are responsible for all material covered during the lecture, including announcements. **In addition, your attendance is necessary to earn points for "clicker" (Top Hat) quiz questions; such points cannot be made up and answers may not be submitted from outside the classroom.** Students are strongly encouraged to read the assigned chapters before coming to class as this will make it easier to comprehend the lecture material. If you miss class, visit the E-Learning site for any lecture slides/notes and course announcements.
Note that attendance will be taken at the beginning of lecture using the Top Hat system. There are no points awarded for attendance directly. There is no penalty for failing to check in when attendance is taken. However, if you are confirmed to be present and you unexpectedly have connection difficulties when Top Hat questions are asked (which generally happens to a few students every lecture) then this information will help resolve the issue. No credit will be retroactively awarded for unanswered Top Hat questions if there is no evidence you were actually in lecture.

XV.   Conduct in Class

Please be courteous and do not talk during lecture. This can be distracting to other students and the instructor. Students that are being disruptive may be asked to leave the lecture, resulting in the loss of participation points for the day.

Use of electronic devices in class to take notes or otherwise participate in classroom activities is approved. Approved electronic devices are laptop computers, cell phones, smart phones, tablets, iPod touch, and voice recording devices. Other uses of these devices or the use of unapproved devices will be considered disruptive. Unapproved electronic devices include video recorders, digital cameras and MP3 players. Students who use unapproved devices in class will be considered disruptive. Multiple disruptions will be considered grounds for the assignment of a failing grade.

XVI.   Time Commitment

The UF College of Liberal Arts and Sciences assumes that each student will devote 3-4 hours per week per credit-hour to each course, including time in lectures and labs. Because BSC 2011 is 3 credits, each student should therefore expect to devote 9-12 hours per week to this course during a regular semester, or 11-15 hours per week during the summer. A recommended time allocation is below.

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

If you find yourself spending more than the recommended number of hours per week on average on these activities, discuss this with your course instructor to see if you can refine your study habits. If you find yourself spending less than the recommended number of hours per week on average, you should recognize that you may have difficulty learning and comprehending the material in this time, and this will probably be reflected in poor performance on the various assessments, causing you to receive a lower overall course grade.

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/. 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.

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/

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.

XIX.   Lecture Schedule

This is a tentative schedule; the dates and coverage of specific topics are subject to change.

Day	Date	Topic	Chapter	Deadlines
		Dr. Davis's plant section		
Wednesday	Jan 4	Introduction to plants		Pre-test opens on LaunchPad
Friday	Jan 6	Phylogenetics and plant classification	Parts of 16, 19, 20	
Monday	Jan 9	Endosymbiosis, diversity of photosynthetic organisms, and the invasion of land	Parts of 21	
Wednesday	Jan 11	Nonvascular plants: liverworts and mosses	Parts of 21	**All due by 11:55 pm** **1) Sign up for Top Hat course** **2) Create LaunchPad account** **3) Complete Pre-test (in LaunchPad)**
Thursday	Jan 12	NO CLASS		**Animated tutorial and quiz 21.1 (moss life cycle) due by 11:55 pm**
Friday	Jan 13	Alternation of generations	Parts of 21	**Post-Activity assessment 1 due by 5pm**
Monday	Jan 16	NO CLASS – MLK day		
Wednesday	Jan 18	Vascular plant form and function; diversity of seed-free vascular plants: ferns & lycophytes	Parts of 21, 24, 25	
Thursday	Jan 19	NO CLASS		**Animated tutorial and quiz 25.3 (xylem transport) due by 11:55 pm**
Friday	Jan 20	Transpiration	Parts of 25	**Post-Activity assessment 2 due by 5pm**

Monday	Jan 23	Seed plants: form and function; diversity of flower-free seed plants: gymnosperms	Parts of 21, 26, 27	
Wednesday	Jan 25	Flowering plants: form and function; diversity of flowering plants (angiosperms)	Parts of 21,27	
Thursday	Jan 26	NO CLASS		**Animated tutorial and quiz 21.2 (conifer life cycle) due by 11:55 pm**
Friday	Jan 27	What is a seed?	Parts of 21,27	**Post-Activity assessment 3 due by 5pm**
Monday	Jan 30	Plant growth, development, and physiology	Parts of 26,28	
Wednesday	Feb 1	Plant adaptations	Parts of 21, 26, 28	
Thursday	Feb 2	NO CLASS		**Animated tutorial and quiz 26.2 (auxin affects cell walls) due by 11:55 pm**
Friday	Feb 3	Phototropism	Parts of 26	**Post-Activity assessment 4 due by 5pm**
Monday	**Feb 6**	**Plant Unit Exam**	**Exam I**	
		Dr. Choe's animal section		
Wednesday	Feb 8	Fundamentals of animal function	29	
Thursday	Feb 9	NO CLASS		**Chapter 29 Launchpads due by 11:55 PM**
Friday	Feb 10	Fundamentals of animal function	29	**post-activity assessment 5 due by 5 pm**
Monday	Feb 13	Breathing	34	

Wednesday	Feb 15	Breathing	34	
Thursday	Feb 16	NO CLASS		**Chapter 34 & 31 Launchpads due by 11:55 PM**
Friday	Feb 17	Neurons	31	**post-activity assessment 6 due by 5 pm**
Monday	Feb 20	Neurons	31	
Wednesday	Feb 22	Circulation	32	
Thursday	Feb 23	NO CLASS		**Chapter 32 Launchpads due by 11:55 PM**
Friday	Feb 24	Circulation	32	**post-activity assessment 7 due by 5 pm**
Monday	Feb 27	Muscles	33	
Wednesday	Mar 1	Muscles	33	
Thursday	Mar 2	NO CLASS		**Chapter 33 & 36 Launchpad due by 11:55 PM**
Friday	Mar 3	Waste excretion and salt and water homeostasis	36	**post-activity assessment 8 due by 5 pm**
Mon - Fri	Mar 6 - 10	NO CLASS - SPRING BREAK		
Monday	Mar 13	Waste excretion and salt and water homeostasis	36	
Wednesday	Mar 15	Overview and wrap up		
Friday	**Mar 17**	**Animal Unit Exam**		
		Dr. DeMarco's ecology section		
Monday	Mar 20	Introduction to Ecology and Climate	41	
Wednesday	Mar 22	Organism adaptations	41	

Thursday	Mar 23	NO CLASS		**Animated tutorial and quiz 41.1 (Rain shadow), 41.2 (Terrestrial Biomes), and 41.3 (Aquatic biomes) due by 11:55 pm**
Friday	Mar 24	Biome activity	41	**Post-Activity assessment 9 due by 5 pm**
Monday	Mar 27	Populations I	42	
Wednesday	Mar 29	Populations II	42	
Thursday	Mar 30	NO CLASS		**Animated tutorial and quiz 42.1 (Multiplicative Population Growth Simulation), 42.2 (Density Dependent Population Growth), and 43.1 (Ecological Interactions) by 11:55 pm**
Friday	Mar 31	Species Interactions Activity	43	**Post-Activity assessment 10 due by 5 pm**
Monday	Apr 3	Communities I	44	
Wednesday	Apr 5	Communities II	44	
Thursday	Apr 6	NO CLASS		**Animated tutorial and quiz 44.1 (Succession after glacial retreat), 44.1 (Energy Flow Through an Ecological Community), and 44.2 (Island Biogeography Simulation) due by 11:55 pm**

Friday	Apr 7	Ecological Efficiencies Activity	44	**Post-Activity assessment 11 due by 5 pm**
Monday	Apr 10	Ecosystems I	45	
Wednesday	Apr 12	Ecosystems II	45	Post-test opens on LaunchPad
Thursday	Apr 13	NO CLASS		**Animated tutorial and quiz 45.2 (The Global N cycle) , 45.3 (The Global Carbon Cycle), and 45.4 (Earth's radiation budget) due by 11:55 pm**
Friday	Apr 14	The Changing Carbon Cycle activity	45	**Post-Activity assessment 12 due by 5 pm**
Monday	Apr 17	Extinctions	45	
Wednesday	**Apr 19**	**Ecology Unit Exam**		**Post-test due by 11:55 pm**