

# Integrated Principles of Biology 2 Syllabus – Spring 2024

BSC2011 ONLINE ONLY

## I. INSTRUCTOR INFORMATION

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**Professor:**

Stefanie Gazda, Ph.D.

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

Carr Hall room 522A

Office Hours will be posted in Canvas by the start of the course.

**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

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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

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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

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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 an Achieve account (even though this course will not use the Achieve assignments) to access the eBook. Instructions on how to access Achieve 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.

## Achieve

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Achieve is an online assignment and tutorial system from the textbook publisher. It is required for this course and includes an eBook with purchase. Each new copy of the Principles of Life textbook comes automatically packaged with Achieve and an eBook. Instructions on how to access Achieve and connect your account can be found in the Orientation Module in Canvas.

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

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Please note that this course will be participating in the UF All Access program. Students will be able to opt-in to access to Achieve 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 Achieve code with eBook access through the UF Bookstore or online through the Achieve 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

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General Biology Core: the second of a two-semester sequence that prepares students for advanced biological sciences courses and allied fields. Examination in living things of the principles of information storage, transmission and utilization at the cell, organism and population levels; of the mechanisms of evolutionary change in the diversification of living things and their lifestyles; of population growth and regulation; and of energy flow and biogeochemical cycling in the biosphere. The BSC Online Lecture course (BSC 2011) is a separate course from the BSC Online Lab course (BSC 2011L).

## PREREQUISITE KNOWLEDGE AND SKILLS

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Prerequisite: BSC2010 or the equivalent. Degree-seeking students only.

## MINIMUM TECHNICAL SKILLS

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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.

**.HEIC image files are not accepted for any assignments or discussions.** Please save images as .jpeg files.

All assignments should be typed whenever possible, including tables: Only type-written documents in a recognizable file format will be accepted; photos/scans of hand-written text or screenshots of typed documents will not be graded and will result in no credit for that assignment (the only exception is for some diagram labels which may be hand-written; these will be made clear on the assignment instructions).

Files should be uploaded in PDF format; do not save text as images within a PDF. If your PDF cannot be read by the Turnitin software (a grey icon will appear in your gradebook next to the assignment), you will need to resubmit it in a readable format **prior** to the due date. **If your assignment/discussion/quiz/other does not meet these requirements it will not receive credit.**

It is the responsibility of the student (not the instructor or TAs) to make sure their submissions are readable. Resubmissions after the deadline due to improper file submissions are not allowed.

## COURSE GOALS AND OBJECTIVES

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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. An additional course goal is to develop critical thinking skills for the development of reasoned thought and for evaluation of life experiences.

The 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. Evaluate a phylogenetic tree.
3. Explain the origin of photosynthesis in plants and the traits that enabled plants to diversify on land.
4. Discuss the potential adaptive significance of synapomorphies that define major clades of plants.
5. Explain how the alternation of generations varies among plant lineages and its significance in plant reproduction.
6. Discuss the role of hormones in plant development and environmental response.
7. Explain major themes to animal physiology and how it is linked with medicine.
8. Explain physical principles governing gas exchange in animals in air and water.

9. Diagram blood flow through the vertebrate circulatory system and describe the major functions of blood vessel types.
10. Diagram the arrangement of major proteins governing muscle contraction and describe excitation-contraction coupling.
11. Examine the principles of electrical signals in neurons and diagram the organization of the vertebrate nervous system.
12. Explain principles governing how nitrogen waste is processed in animals and how salt and water balance are maintained in animals.
13. Explain how climate and topography shape ecological systems.
14. Identify, compare, and contrast major terrestrial and aquatic biomes.
15. Explain how species interactions can influence fitness, population dynamics, and species distribution and can result in evolutionary change.
16. Explain how communities change over space and calculate species diversity.
17. Diagram the global carbon and nitrogen cycle and identify the major stocks and fluxes.
18. Identify major anthropogenic changes to the carbon, nitrogen, and phosphorus cycles and describe how these changes have altered ecological systems.

## GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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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.

Category	Institutional Definition	Institutional SLO
<b>CONTENT</b>	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the

Category	Institutional Definition	Institutional SLO
		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 2011 and BSC 2011L provide assessments of all categories of the General Education Student Learning Outcomes.

## COURSE EXPECTATIONS

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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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

## III. COURSE POLICIES

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As part of BSC 2011, you are required to complete online assignments. If at any time you have questions about these assignments, please contact the Online Instructor or your Teaching Assistants. 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

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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

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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

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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 or Teaching Assistants:

- 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 during the week (do not expect an immediate response in the evenings). E-mails sent Friday evening through the weekend will be answered on Monday (do not expect a response on the weekend). E-mails and e-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

## COURSE ACTIVITIES AND MATERIALS

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Class materials will be posted on the course e-Learning website (<https://elearning.ufl.edu/>). The course is found under “e-Learning in Canvas.” You are responsible for all Announcements posted on the course website for this class. Each module will begin on a Friday and close on the second Monday at 11:59 pm EDT/EST. The general schedule for a one-week module is as follows (students should check each module as this can vary depending on the requirements):

- Module will open Friday at 12 am.
- Due by the following Friday at 11:59 pm:
  - Initial group discussion post(s)
  - Individual assignments, including Achieve assignments
- Due by the following Monday at 11:59 pm:
  - Discussion responses (you should be discussing throughout the weekend so people can respond)
  - Comprehension checks
  - Study Room questions/answers

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.** See the “Late Work” and “Make Ups” sections below for more detail.

### Exams

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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

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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. Makeups must be rescheduled within five business days after the original exam date. Make up exams may be short-answer or essay format.

## Comprehension Checks

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Each module will contain 2 comprehension checks. These checks are meant to be taken at the end of the Module after completing all readings, videos, and activities. You will then answer questions by taking a quiz in Canvas. You will be graded based on the number of questions answered correctly out of total number of questions on the quiz. You will have TWO chances to complete the quiz. Your final quiz grade will be the HIGHEST score from the two quiz submissions.

## Learning Activities (Individual and Group Assignments)

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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.

All discussions must take place in Canvas on the appropriate Discussion Board. Discussions outside of Canvas will not be graded, and caution is advised when other platforms are used (see the section on Academic Conduct below).

## Achieve

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Achieve is an online assignments and tutorial system from the textbook publisher. It is required for this course and includes an eBook with purchase. Each new copy of the Principles of Life textbook comes automatically packaged with Achieve. If you purchase a used textbook, you will still need to purchase access to Achieve. You are required to have access to Achieve 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 Achieve will be available on the Canvas course site once the semester has started. Please wait for these instructions before registering for Achieve; incorrect registration on Achieve may result in receiving zero points for all Achieve assignments.

To account for small issues with Achieve, the lowest 5 scores from the semester will be dropped from this category.



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.

## 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: for example, **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.

## 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)
Comprehension Checks	16%
Individual Assignments	16%
Group Assignments	16%
Achieve Assignments	16%
Study Rooms	5% (Extra Credit)

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–

Please note that the total score calculated in Canvas is out of 105%. However, your grade is calculated based on a score out of 100%. For example, if you do not participate in any Study Rooms through the semester but earn 100% on everything else you will earn an A. Because all assignments are in Canvas from the start of the semester, they all affect your score, and it will be more strongly affected towards the beginning of the course.

The minimum grade cutoffs are listed to the left. 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%).

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: [Grades and Grading Policies](#). A minimum grade of C is required for general education credit.

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

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Group assignments require you to discuss answers in groups. You must adhere to the netiquette policies outlined below (a full description can be found [here](#)). 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

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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

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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.

Papers required for assignments can be found in the Course Reserves. If you are working from off-campus you will need to be on the UF VPN network to access the papers. More details can be found in the Orientation Module in Canvas.

## LATE WORK

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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. You should submit the documentation to the DSO first and THEN email me saying that you have sent in the documentation. *Extension requests within 48 hours of the deadline need to be accompanied by the progress made in the assignment thus far in order to be considered.* Do NOT submit any medical documentation to me. It is up to the student to make sure that I receive the notification from the DSO in a timely fashion (within 5 business days of the absence). 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

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There are no make-ups available for assignments. Once assigned, assignments are always available online up until the deadlines. *Extension requests within 48 hours of the deadline need to be accompanied by the progress made in the assignment thus far in order to be considered.* 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!**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## DROP/ADD/WITHDRAWAL

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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

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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

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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

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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, including at minimum a zero on the assignment and a letter grade drop in the course. 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.

Use of GroupMe, Discord, and similar group chats facilitate communication and can be an important part of creating community in a course, especially an online course. However, such groups typically exclude instructional staff and present great temptation for unauthorized academic dishonesty as described above. In this course, the use of GroupMe, etc. to share answers, screenshots of quizzes, “compare” work, etc. is not authorized. Discussion of exam content, questions, in any fashion, on any medium, will result in an Honor Code report for everyone who participates in the forum on which the exam information is shared, a penalty of no less than a zero on the exam, and an automatic failing grade in the course for anyone found to have posted exam information. All students participating in

such forums will be presumed to have benefitted from answers posted to a GroupMe or other chat will be subject to penalties outlined above. Instructors will monitor the discussion boards on Canvas, and authoritative answers to questions about material or course mechanics can be found there.

The use of artificial intelligence in academic settings is considered a violation of academic conduct due to its potential to undermine the principles of individual learning, critical thinking, and originality. Academic integrity is built on the foundation of students engaging with course material independently, demonstrating their understanding of concepts, and expressing their unique perspectives. Utilizing AI, such as automated essay generators or machine-based solutions, circumvents this essential process, leading to the submission of work that does not genuinely reflect the student's own comprehension or intellectual effort. Additionally, it compromises the fairness of evaluation, as it becomes challenging for educators to assess the true capabilities and knowledge of each student. Therefore, the incorporation of AI in academic work contradicts the ethical standards and principles of academic integrity.

## 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.

In this course, we emphasize the importance of maintaining a professional and respectful tone when communicating with faculty members. Effective communication is a key component of a positive learning environment, and students are expected to use appropriate language and exhibit a respectful attitude in all interactions with faculty and teaching assistants. This includes written correspondence such as emails and discussion forum posts, as well as verbal communication during office hours. Constructive and thoughtful dialogue enhances the educational experience for everyone involved. Disagreements or concerns should be expressed in a courteous manner, fostering an environment where diverse perspectives are valued. While open discourse is encouraged, it is important to note that Teaching Assistants (TAs) and the instructor are dedicated to maintaining a positive and constructive learning environment. As such, they are not obligated to tolerate disrespectful or inappropriate language in emails or any other form of communication. Clear and courteous communication is expected from all participants, and any violation of these standards may result in

appropriate measures being taken. This policy is in place to ensure that our learning community remains inclusive, supportive, and conducive to the intellectual growth of all individuals involved.

## MINIMUM TECHNOLOGY REQUIREMENTS

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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

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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

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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

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This course uses the following technologies.

## HONORLOCK

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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

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

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

## VI. GETTING HELP

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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 an incredibly 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

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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

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- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](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](http://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/](http://shcc.ufl.edu/).
- **University Police Department:** Visit [police.ufl.edu](http://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/locations/uf-health-shands-emergency-room-trauma-center/](http://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/).

## ACADEMIC AND STUDENT SUPPORT

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- **Career Connections Center:** 352-392-1601. Career assistance and counseling services: [career.ufl.edu/](http://career.ufl.edu/)
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources: [uflib.ufl.edu/](http://uflib.ufl.edu/)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [academicresources.clas.ufl.edu/](http://academicresources.clas.ufl.edu/)

- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

## • VII. PRIVACY AND ACCESSIBILITY POLICIES

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- 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>
Honorlock	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
OpenStax	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>
MacMillan Learning	<a href="#">Privacy Policy</a>	<a href="#">Accessibility</a>

## VIII. COURSE SCHEDULE

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Module	Start	End	Subject
0	1/8	1/19	Orientation (Complete to access Module 1)
1	1/12	1/22	Evolution of Land Plants
2	1/19	1/29	Plant Reproduction
3	1/26	2/5	Plant Nutrition and Transport
4	2/2	2/12	Plants and their Environment

Module	Start	End	Subject
<b>Exam 1</b>	<b>2/14</b>		<b>Exam 1 (Modules 1 through 4)</b>
5	2/9	2/19	Nutrition and Digestion
6	2/16	2/26	Breathing and Circulation
7	2/23	3/4	Musculoskeletal System and Endocrinology
8	3/1	3/8	*Nervous System
9	3/8	3/25	*Immunology and Endocrinology
10	3/22	4/1	Reproduction and Development
<b>Exam 2</b>	<b>4/4</b>		<b>Exam 2 (Modules 5 through 10)</b>
11	3/29	4/8	Distribution of Ecological Systems
12	4/5	4/15	Organisms and Populations
13	4/12	4/24	** Interactions and Communities
14	4/12	4/24	** Ecosystems and Global Change
<b>Exam 3</b>	<b>4/24</b>		<b>Exam 3 (Modules 11 through 14)</b>

\* Module 8 ends **EARLY** due to Spring Break. Module 9 will open the Friday prior to Spring Break but will remain open for an additional week.

\*\* Modules 13 and 14 will open and close at the same time. Dates of some assignments will follow a different schedule; check Canvas to confirm.

## VIV. DISCLAIMER

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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.