

Integrated Principles of Biology 2 Syllabus – Spring 2026

BSC2011 ONLINE ONLY

I. INSTRUCTOR INFORMATION

Professor:

Stefanie Gazda, Ph.D.

Email: stefanie.gazda@ufl.edu

Carr Hall room 522A

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

All Office Hours will be held via Zoom. See the Contact Your Instructors Page on Canvas for the links. You may make an appointment with the instructor or TAs if these times do not work.

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/>.

This is the syllabus for class numbers 10865, 10866, 10867, 10882, 10883, 10884.

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 hard copy 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

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

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

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.

This is the second of a two-semester sequence that prepares students for advanced biological sciences courses and allied fields. The BSC Online Lecture course (BSC 2011) is a separate course from the BSC Online Lab course (BSC 2011L).

PREREQUISITE KNOWLEDGE AND SKILLS

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

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.

.HEIC image files or .pages 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).

Graphs and charts should NOT be completed by hand unless specifically allowed; all students have access to the desktop versions of the Microsoft Office Suite, which includes Excel

(<https://portal.office.com/OLS/MySoftware.aspx>). You need to download the software to your computer rather than using the cloud-based version of Office 365, which does not have all the software capabilities.

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 STUDENT LEARNING OUTCOMES

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.

Student Learning Outcomes (SLOs) of the course will be achieved if, by its conclusion, students can:

1. Discuss the potential adaptive significance of synapomorphies that define major clades of plants.
2. Explain how alternation of generations varies in plant lineages and its significance to reproduction.
3. Diagram the basic components of plant vasculature and characterize their function.

4. Identify common plant adaptations and show how they are shaped by convergent evolution.
5. Discuss the role of hormones in plant development and environmental response.
6. Describe a scientific hypothesis and identify testable predictions that logically follow.
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. Describe 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. Describe and explain how climate and topography shape ecological systems.
14. Identify, compare, and contrast major terrestrial and aquatic biomes.
15. Explain the forces that regulate populations in natural systems.
16. Describe how species interactions can influence fitness, population dynamics, and species distribution and can result in evolutionary change.
17. Explain how communities change over space and time and be able to calculate species diversity.
18. Describe the challenges faced in conserving species and explain different conservation approaches that can be used to help preserve biodiversity.
19. Explain the mechanisms that underlie animal behavior, and how behavior is shaped by natural selection.
20. Diagram the global carbon and nitrogen cycle and identify the major stocks and fluxes.
21. Identify major anthropogenic changes to the carbon, nitrogen, and phosphorus and describe how these changes have altered ecological systems.

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.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written

Category	Institutional Definition	Institutional SLO
		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, short comprehension check quizzes used to assess comprehension and reasoning, and graded on-line activities, exercises and assessments.

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.

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

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 without appropriate documentation. 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, etc.) 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.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

TIME COMMITMENT

The University of Florida 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 has 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 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

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.

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. 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 accommodation 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, online discussions, and the assigned reading in the textbook. Exams are available to take online on the day assigned anytime between 7:00 am and 7:00 pm EST. You will have 75 minutes to take the exam from the start time, and it must be completed in one sitting.

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 score release 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. **Personal travel, work shifts/outside employment, etc., are typically NOT considered approved excused absences, and will not qualify for a make-up exam.**

Unavoidable emergency circumstances (e.g. severe illness, hospitalization, or family emergencies) that cause you to miss an exam require you to obtain a letter from a medical professional or the Dean of Students office (<https://care.dso.ufl.edu/instructor-notifications/>) that specifies the time period for which you are excused from classwork, or other similar documentation, and submit it to your instructor. Except for extraordinary circumstances (e.g., prolonged hospitalization), **these notes must be received within three business days after the exam.** Make-ups must be rescheduled within five business days after the original exam date. Make up exams may be short-answer or essay format.

Comprehension Checks

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 Assignments)

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 individually.

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

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. 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. Do not 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.

Please note that the total score calculated in Canvas is out of 105%. However, your grade is calculated based on a score 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%).

Assignments	Percentages
Exams (3)	40% (13.33% each)
Comprehension Checks	20%
Individual Assignments	25%
Achieve Assignments	15%
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–

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

Students are expected to log in to the Canvas site on a regular basis. You must adhere to the netiquette policies outlined below (a full description can be found [here](#)). There are rubrics for discussions and other assignments, 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.

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.

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.
- Do not 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.

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.

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.

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

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.

Personal travel, work shifts/outside employment, etc., are typically NOT considered approved excused absences. You should submit the documentation to the DSO first and THEN email me saying that you have sent in the documentation. It is up to the student to make sure that I receive the notification from the DSO in a timely fashion (within five 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!

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 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

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. Students can complete evaluations in three ways: 1) the email they receive from GatorEvals; 2) their Canvas course menu under GatorEvals; or 3) the central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. 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 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 honor 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. 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 be reported via the SCCR process and if a student is found responsible, the instructor will impose a sanction, such as a 0 on the assignment or exam, plus a full letter grade decrease for the course. 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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

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.

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 can meet 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 at 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.

V. TECHNOLOGIES

This course uses the following technologies.

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 one hundred 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 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

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 umatter@ufl.edu, 352-392-1575, or visit 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 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/.
- **University Police Department:** Visit 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/.

ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services: career.ufl.edu/
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources: uflib.ufl.edu/
- **Teaching Center:** 352-392-2010. General study skills and tutoring: academicresources.clas.ufl.edu/
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: 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)	Privacy Policy	Accessibility
Sonic Foundry (Mediasite Streaming Video Player)	Privacy Policy	Accessibility
Zoom	Privacy Policy	Accessibility
YouTube (Google)	Privacy Policy	Accessibility
Microsoft	Privacy Policy	Accessibility
Adobe	Privacy Policy	Accessibility
Honorlock	Privacy Policy	Accessibility
OpenStax	Privacy Policy	Accessibility
MacMillan Learning	Privacy Policy	Accessibility

VIII. COURSE SCHEDULE

The general schedule for a one-week module is as follows (students should check each module as this can vary depending on the requirements):

- Modules will “start” Friday at 12 am.
- Due the following Friday at 11:59 pm:
 - Individual assignments, including Achieve assignments.
- Due by the following Monday at 11:59 pm:
 - Comprehension checks
 - Study Room questions/answers (optional)

Module Subject (Start Date)	Learning Activities	Due Date	Assessments	Due Date	Other Assessments
0: Orientation (1/12)	<p>Readings: Syllabus page, Contact Your Instructors, Honorlock: Student Instructions, How to Access the Macmillan eBook and Achieve, FAQs - READ ME!</p> <p>Lectures: How to Navigate this Course (2:00), Meet Your Instructor, Dr. Gazda (2:23)</p>	1/20		1/23	<p>Quizzes: Course Orientation Quiz</p> <p>Discussions: Introduce Yourself (initial post due 1/20, responses 1/23), Course Study Room (closes 12/1)</p>
1: Evolution of Land Plants (1/12) <i>Altered schedule due to add/drop</i>	<p>Readings: Textbook Ch 18 (pp 414 – 439), Ch 19 (pp 440 – 443), Ch 20 (pp 463 – 493)</p> <p>Lectures: What Is a Plant (6:53), Land Plants (7:15), The Proterozoic Eon (9:55), How a Single Cell Organism Almost Wiped Out Life on Earth (4:13), Alternation of Generations (3:14), Vascular Land Plants (5:54), Why Don't the Plants Need Seeds? (13:36), The Reproductive Lives of Nonvascular Plants (9:41)</p> <p>Achieve: Animations 18.1, 19.2, 20.1, Ch 18 Adaptive Quiz, Ch 18 & 19 Interactive Activities</p>	1/23	<p>Individual Assignment: Human Life Cycle Individual Assignment,</p> <p>Alternation of Generations Individual Assignment</p>	1/26	<p>Quizzes: Lesson 1.1, 1.2 Comprehension Checks</p> <p>Discussions: Module 1 Study Room</p>
2: Plant Reproduction (1/16)	<p>Readings: Textbook Ch 20 (pp 463 – 493), Ch 23 (pp 578 – 596)</p> <p>Lectures: Fern Life Cycle (4:57), Angiosperm vs Gymnosperm (2:56) Gymnosperm Life Cycle (5:18), Comparison of the Two Cycles (1:56), Angiosperm Life Cycle (7:46), Role of Animals in Angiosperm Reproduction (5:12), Why Do Flowers Exist (14:19), Plants: Diversity, Structure, & Adaptations (9:27), Plant Meristems (6:34), Vascular Plants = Winning! (11:53), GMOs are Nothing New (14:02), What Do These Creepy Plant Mouths Do? (12:43)</p> <p>Achieve: Animations 20.3, 23.1, Ch 20 Adaptive Quiz, Ch 20 Interactive Activities, Ch 23 Adaptive Quiz</p>	1/23	<p>Individual Assignment: Gymnosperm - What is a Seed? Individual Assignment,</p> <p>Angiosperm - What is a Seed? Individual Assignment</p>	1/26	<p>Quizzes: Lesson 2.1, 2.2 Comprehension Checks</p> <p>Discussions: Module 2 Study Room</p>
3: Plant Nutrition and Transport (1/23)	<p>Readings: Textbook Ch 24 (pp 598 – 618), Ch 26 (639 – 654)</p> <p>Lectures: Water and Solute Transport (4:10), Role of Bacteria (3:23), Pressure Flow Mechanism (2:52), What Do These Creepy Plant Mouths Do? (12:43), Pressure Flow Model Animation (3:38), Plant Nutrition (3:59), Plant Mineral</p>	1/30	Individual Assignment: Plant Anatomy Individual Assignment	2/2	<p>Quizzes: Lesson 3.1, 3.2 Comprehension Checks</p> <p>Discussions: Module 3 Study Room</p>

Module Subject (Start Date)	Learning Activities	Due Date	Assessments	Due Date	Other Assessments
	Absorption 1 (4:51), Plant Mineral Absorption 2 (2:04), Meristematic Changes (5:02), What Triggers Flowering? (6:13), Asexual Reproduction (4:42) Achieve: Animations 24.1, 24.2, 24.3, Simulation 24.2, Ch 24 & 26 Interactive Activities, Ch 24 & 26 Adaptive Quiz				
4: Plants and their Environment (1/30)	Readings: Textbook Ch 25 (pp 620 – 637), Ch 27 (pp 657 – 674) Lectures: Preventing Water Loss (2:31), Protecting RuBisCO (4:16), Plant Tropisms (0:57), Salinity Stress (8:08), CAM Plants (8:37), C3, C4 and CAM Plant Photosynthesis & Photorespiration (14:04), Venus Fly Trap Example (3:14), Plant Tropisms (14:31), Plant Cells & Hormones (12:57), Plant Hormones (0:59), Phototropisms (6:54), Amazing Ways Plants Defend Themselves (6:11), Can plants talk to each other? (4:38), Plants Are Hardcore (13:04) Achieve: Animations 25.1, 25.3, 27.1, Ch 27 Interactive Activities, Ch 25 & 27 Adaptive Quiz	2/6	Individual Assignment: C4 Rice Individual Assignment	2/9	Quizzes: Lesson 4.1, 4.2 Comprehension Checks Discussions: Module 4 Study Room
2/13: Exam 1 (Modules 1 through 4)					
5: Nutrition and Digestion (2/6)	Readings: Textbook Ch 22 (pp 519 – 573), Ch 28 (pp 678 – 702), Ch 29 (pp 704 – 712), Textbook 2e Ch 30 (find this on Canvas; pp 1 -19) Lectures: Animal Origins (6:01), Types of Tissues (10:57), Metabolic Rates (8:49), Feedback Loops (4:46), Value of Food (7:06), Endosymbionts (3:02), Digestive System (8:42), How many organs can YOU live without? (1:14), What does the pancreas do? (3:20), What does the liver do? (3:24) Achieve: Animations 22.4, 28.1, 28.2, 29.1 Ch 22 & 28 Interactive Activities, Ch 22 & 28 Adaptive Quiz	2/13	Individual Assignment:	2/16	Quizzes: Lesson 5.1, 5.2 Comprehension Checks Discussions: Module 5 Study Room
6: Breathing and Circulation (2/13)	Readings: Textbook Ch 30 (pp 728 – 764) Lectures: Gas Laws (8:00), Diving (5:08), How Breathing Works (5:18), Respiratory System Tour (7:34), The Respiratory System, Part 1 (9:21), The Respiratory System, Part 2 (10:22), How do lungs work? (3:21), Circulatory & Respiratory Systems (11:39), Circulatory System and Pathway of Blood Through the Heart (8:13), Treating Atherosclerosis	2/20	Individual Assignment:	2/23	Quizzes: Lesson 6.1, 6.2 Comprehension Checks Discussions: Module 6 Study Room

Module Subject (Start Date)	Learning Activities	Due Date	Assessments	Due Date	Other Assessments
	(3:30), Blood Disorders (6:00), Oxygen's Journey Through Your Body (5:09) Achieve: Animations 30.2, 30.3, Simulation 30.5, Ch 30 Interactive Activities, Ch 30 Adaptive Quizzes				
7: Musculoskeletal System and Endocrinology (2/20)	Readings: Textbook Ch 22 (pp 805 – 824), Ch 33 (pp 827 – 847), Ch 35 (pp 871 – 873) Lectures: Musculoskeletal System Diversity (4:29), The Skeletal System (9:04), The Skeletal System: It's Alive! (13:10), Muscles, Part 1 (10:23), Muscles, Part 2 (10:40), Types of Skeletal Muscle (6:24), Why our muscles get tired (4:24), Diuretics (3:13), Endocrine System (9:23), Endocrine System: Glands and Hormones (10:24), How do your hormones work? (5:03) Achieve: Animations 32.1, 32.2, 33.1, 33.2, Ch 32 & 33 Interactive Activities, Ch 32 & 33 Adaptive Quizzes	2/27	Individual Assignment:	3/2	Quizzes: Lesson 7.1, 7.2 Comprehension Checks Discussions: Module 7 Study Room
8: Nervous System (2.27)	Readings: Textbook Ch 31 (pp 766 – 802) Lectures: Central vs. Peripheral Nervous Systems (4:34), Neuron Organization and Support (4:58), Cell Transport (7:49), Action Potential (11:12), Membrane Potential (4:56), The Nervous System, Part 1 (10:35), How do nerves work? (4:59), Signal Transmission at the Synapse (3:57), Intro to Cell Signaling (8:58), The Nervous System, Part 2 (11:43), The Nervous System, Part 3 (10:56) Achieve: Animations 31.1, 31.2, 31.3, 31.4, 31.5, Simulations 31.2, 31.3, Ch 31 Interactive Activities, Ch 31 Adaptive Quiz	3/6	Individual Assignment: Nervous System Individual Assignment	3/9	Quizzes: Lesson 8.1, 8.2 Comprehension Checks Discussions: Module 8 Study Room
9: Immunology and Endocrinology (3/6)	Readings: Textbook Ch 29 (pp 704 – 718), Ch 36 (pp 900 – 920), Textbook 2e Ch 36 (find this on Canvas; pp 1 -17) Lectures: Kidney Functions and Anatomy (5:06), The Excretory System (12:20), Osmoconformers & Osmoregulators (3:31), Physical Barriers as Defense (1:45), Nonspecific Immune Response (1:51), Adaptive Immune Response (2:02), Immune System (8:55), The Immune System, Part 1 (9:12), What Is Immunity? (2:33), Immune Deficiency and Autoimmune Disorders (3:32), Vaccines and Herd Immunity (5:14), Why do people have seasonal	3/13	Individual Assignment:	3/13 <i>ends early due to Spring Break</i>	Quizzes: Lesson 9.1, 9.2 Comprehension Checks Discussions: Module 9 Study Room

Module Subject (Start Date)	Learning Activities	Due Date	Assessments	Due Date	Other Assessments
	allergies? (5:01), The Real Reason Why You Have Allergies (12:29), How a wound heals itself (4:00) Achieve: Animations 36.1, 36.2, 36.3, 36.4, Simulation ON.3, Ch 36 Interactive Activities, Ch 36 Adaptive Quiz				
10: Reproduction and Development (3.13)	Readings: Textbook Ch 34 (pp 849 – 869), Ch 35 (pp 871 – 897) Lectures: Reproductive Strategies (5:23), Sex Selection (4:17), Animal Development: We're Just Tubes (11:31), Sex & Fertilization (9:58), Pregnancy & Development (10:44) Achieve: Animations 34.1, 34.2, 35.2, 35.3, Ch 34 & 35 Interactive Activities, Ch 34 & 35 Adaptive Quiz	3/27	Individual Assignment: Advantages of Sexual Reproduction and Asexual Reproduction	3/30	Quizzes: Lesson 10.1, 10.2 Comprehension Checks Discussions: Module 10 Study Room
4/2: Exam 2 (Modules 5 through 10)					
11: Distribution of Ecological Systems (3/27)	Readings: Textbook Ch 38 (pp 946 – 966) Lectures: What Is Ecology? (3:23), Scales of Ecological Organization (3:14), Organism Adaptations (5:05), One big reason that life on Earth exists (4:55), How Does Air Temperature Shape a Place? (10:51), Reasons for the seasons (5:20), How do we Classify Climates? (10:55), What Are Ecosystems? (11:40), Could you survive the real Twilight Zone? (4:42) Achieve: Animation 38.1, Simulations 38.1, 38.2, Ch 38 Adaptive Quiz	4/3	Individual Assignment: Construct a Walter Climate Diagram Individual Assignment	4/6	Quizzes: Lesson 11.1, 11.2 Comprehension Checks Discussions: Module 11 Study Room
12: Organisms and Populations (4/3)	Readings: Textbook Ch 29 (pp 969 – 987) Lectures: Measuring Population Abundance (2:24), Population Distribution by Age (3:29), Population Change Over Time (7:06), Describing Populations (4:56), Habitat Patches and Corridors (7:48) Achieve: Animation 39.1, Simulations 39.2, 39.4, 39.5, Ch 39 Interactive Activities, Ch 39 Adaptive Quiz	4/10	Individual Assignment: Life History Trade-offs Individual Assignment	4/13	Quizzes: Lesson 12.1, 12.2 Comprehension Checks Discussions: Module 12 Study Room
13: Interactions and Communities (4/10)	Readings: Textbook Ch 40 (pp 990 – 1005), Ch 41 (pp 1008 – 1028) Lectures: Community Ecology (14:42), Ecology Review (16:31), Ecosystem Ecology (10:09), Research Examples of	4/21	Individual Assignment: Species Interactions	4/21	Quizzes: Lesson 13.1, 13.2 Comprehension Checks Discussions: Module 13 Study Room

Module Subject (Start Date)	Learning Activities	Due Date	Assessments	Due Date	Other Assessments
	Communities (3:08), Richness, Evenness, Diversity Examples (6:17), Why Do Communities Vary? (2:54), Food Webs & Energy Pyramids (5:48), Ecological Succession (10:01), Human activities that threaten biodiversity (12:50), National Parks in the History of Science (9:36) Achieve: Animations 40.1, 41.1, 41.3, Simulations 40.2, 41.2, Ch 40 & 41 Interactive Activities, Ch 40 & 41 Adaptive Quizzes		Individual Assignment		
14: Ecosystems and Global Change (4/10)	Readings: Textbook Ch 42 (pp 1030 – 1040) Lectures: Ecosystem Reservoirs vs. Fluxes (3:04), The Hydrologic and Carbon Cycles (10:03), The Global Carbon Cycle (10:33), Carbon and Nitrogen Cycles (7:55), Energy Transfer (7:53), Primary Production (1:05) Achieve: Animations 42.1, 42.2, 42.3, 42.4, Simulation 42.2, Ch 42 Interactive Activities, Ch 42 Adaptive Quiz	4/21	Individual Assignment: Drawing the Nitrogen Cycle Individual Assignment, The Changing Global Carbon Cycle Individual Assignment	4/21	Quizzes: Lesson 14.1, 14.2 Comprehension Checks Discussions: Module 14 Study Room
4/22: Exam 3 (Modules 11 through 14)					

** Module 9 ends **EARLY** due to Spring Break. Module 10 will open the Friday prior to Spring Break and will be open an extra week (due to Break).

** 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

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to benefit student learning. Such changes, communicated clearly, are not unusual and should be expected. Other aspects of the class may not be modified during the term, such as the grading scheme, the attendance policy, and the objectives.