

# BSC 2011 – Integrated Principles of Biology II

Syllabus for Class Number 10464 (section 7263)  
Summer C 2022

Class Meetings **T, W, R, F (2:00 PM - 3:05PM) TUR L007**

## Instructors

**Norm Douglas**, Ph.D. (Plants)  
Department of Biology  
Office: Carr 618a  
Email: [nadouglas@ufl.edu](mailto:nadouglas@ufl.edu)

**Stefanie Gazda**, Ph.D. (Ecology)  
Department of Biology  
Office: Bartram 214A  
Email: [stefanie.gazda@ufl.edu](mailto:stefanie.gazda@ufl.edu)

**Nicole Gerlach**, Ph.D. (Animals)  
Department of Biology  
Office: 520 Carr  
Email: [ngerlach@ufl.edu](mailto:ngerlach@ufl.edu)

**Min Zhao** (Online Instructor/TA)  
Department of Biology  
Office Hours: By appt. only (Zoom or in-person)  
E-mail: [zhao.min@ufl.edu](mailto:zhao.min@ufl.edu)

All professors' Office Hours are held immediately after class, or by appointment via Zoom.

## Expectations

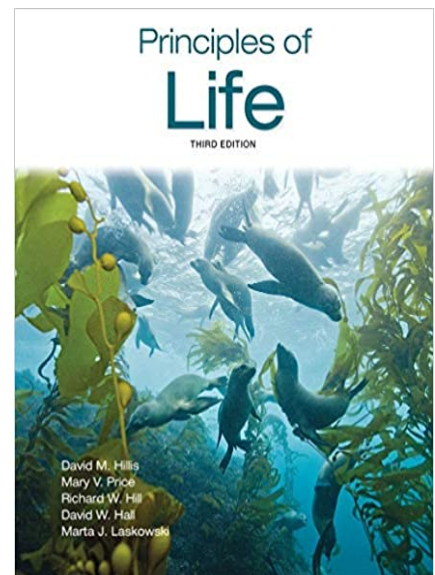
Each student is solely responsible for reading and following the instructions, guidelines and schedules in this syllabus and on the course webpage or announced in class or via Canvas. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing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

## Course Resources

### 1. Textbook & Online Resources/Homework

#### A. Textbook

*Principles of Life*, 3<sup>rd</sup> Edition, by Hillis, Sadava, Heller, & Price, Sinauer Associates and W.H. Freeman (publisher)



## B. Online Resources/Homework

*Launchpad* is an online assignments and tutorial system from the textbook publisher. It is required for this course and includes an e-book with purchase. Each new copy of *the Principles of Life* textbook comes automatically packaged with Launchpad. If you purchase a used textbook, you will still need to purchase access to Launchpad. **You are required to have access to Launchpad for the ENTIRE course. It is your responsibility to ensure that your access DOES NOT expire before the end of the semester.**

Instructions on correctly registering for LaunchPad will be available on the Canvas course site once the semester has started. Please wait for these instructions **before** registering for LaunchPad; incorrect registration on LaunchPad may result in receiving zero points for all LaunchPad assignments.

## C. Purchase of Textbook and LaunchPad Access

Please note that this course participates in the UF All Access program. Students will have a few options to gain access to the textbook and LaunchPad for Principles of Life when classes begin:

- **Option 1 - RECOMMENDED** - Students will have the choice to “opt-in” for a limited time to receive access to LaunchPad for a reduced price and pay for these materials through their student account.
  - The following link will take you to where you can “opt-in” to receive discounted course materials once logged in with your Gatorlink credentials (<https://www.bsd.ufl.edu/AllAccess/>).
- **Option 2** – Purchase a standalone code through the UF Bookstore. Both options provide access to the same materials.



There are also current versions of the textbook on reserve at the Marston Science Library. Visit the Reserve Materials area to check out these copies. You will still need to purchase LaunchPad.

## 2. Classroom Response System (CLICKER)

We will use the Learning Catalytics (LC) Classroom Response System (CRS) for quiz questions during class (<https://learningcatalytics.com/courses>). LC allows students to use a cell phone, laptop, tablet, or smartphone to participate in class.

Cost:

- 6-month access: \$12
- 12-month access: \$20

### 3. Course Website (Canvas)

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

### Course Goals and Objectives

The primary goal of this course is to establish a coherent foundation of knowledge in biology and to prepare students for comprehension in advanced biology courses and science in general. Fundamental concepts discussed include the evolution, diversity, and function of photosynthetic life; the evolution, structure, function, and physiology of animals; and the ecology of organisms, populations, communities, biomes, and the biosphere. An additional course goal is to develop critical thinking skills for development of reasoned thought and for evaluation of life experiences.

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

- Read and evaluate a phylogenetic tree
- Describe the challenges of life on land and the traits that enabled plants to diversify on land
- Explain how alternation of generations varies in plant lineages and its significance to reproduction
- Diagram the basic components of plant vasculature and characterize their function
- Identify common plant adaptations and show how they are shaped by convergent evolution
- Discuss the role of hormones in plant development and environmental response
- Describe a scientific hypothesis and identify testable predictions that logically follow
- Explain major themes to animal physiology and how it is linked with medicine
- Explain physical principles governing gas exchange in animals in air and water
- Diagram blood flow through the vertebrate circulatory system and describe the major functions of blood vessel types
- Diagram the arrangement of major proteins governing muscle contraction and describe excitation contraction coupling
- Describe the principles of electrical signals in neurons and diagram the organization of the vertebrate nervous system
- Explain principles governing how nitrogen waste is processed in animals and how salt and water balance are maintained in animals
- Describe and explain how climate and topography shape ecological systems
- Identify, compare, and contrast major terrestrial and aquatic biomes

- Explain the forces that regulate populations in natural systems
- Describe how species interactions can influence fitness, population dynamics, and species distribution and can result in evolutionary change
- Explain how communities change over space and time and be able to calculate species diversity
- Describe the challenges faced in conserving species and explain different conservation approaches that can be used to help preserve biodiversity.
- Explain the mechanisms that underlie animal behavior, and how behavior is shaped by natural selection
- Diagram the global carbon and nitrogen cycle and identify the major stocks and fluxes.
- Identify major anthropogenic changes to the carbon, nitrogen, and phosphorus and describe how these changes have altered ecological systems

## **General Education Objectives for Biological Sciences**

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

The General Education objectives and the associated Student Learning Outcomes for Biological Sciences are achieved through lectures, in class discussion, interactive “clicker” response systems, and online activities and exercises. The learning objectives and SLOs are further reinforced by inquiry-based and active-learning exercises in the companion laboratory course, BSC 2011L. In particular, the companion lab expands upon development and testing of specific hypotheses.

## **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   |
|--------------------------|---|---|
| <b>CONTENT</b>           | Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.   | Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.  |
| <b>COMMUNICATION</b>     | Communication is the development and expression of ideas in written and oral forms.   | Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.                            |
| <b>CRITICAL THINKING</b> | Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. | Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. |

To assess student performance in meeting these student learning outcomes for this course, students are evaluated by a variety of instruments throughout the course: three exams during the semester, daily graded "clicker" questions 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. For example, the Communication SLO is assessed in graded written assessments and in oral presentations in the lab. In combination, BSC 2011 and BSC 2011L provide assessments of all categories of the General Education Student Learning Outcomes.

## Assessments and Grading

### 1. Exams

There will be three "midterm" exams, but no cumulative "final" exam. **The midterm exams will be IN PERSON during regular class time on exam date in TUR L007.** Each exam will cover material from lecture, the online assignments, and the assigned reading in the textbook. The exams will *not* be cumulative, however, concepts taught in this course build on each other and concepts covered in BSC2010. In order to do well on the exams, you need to remember and apply concepts covered in BSC2010 and in earlier units of this course. Each exam will be worth 20% of the course grade.

All exams will be multiple-choice, and machine graded. Each student must take the exam during their assigned exam time. Each student must present their Gator ID to take the in-person exam. No additional time will be given to complete an exam if you start late.

### **A. Exam Curves**

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

### **B. Exam Review**

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

### **C. 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**. In case of illness or personal emergency on exam day, students must submit documentation to the Dean of Students office (<https://care.dso.ufl.edu/instructor-notifications/>) and request an instructor notification to be sent. These notes must be received within five business days after the exam.

## **2. Online Assignments (*LaunchPad*)**

As part of BSC2011, you are required to complete online assignments administered through the *LaunchPad* site that will account for 15% of your overall grade (5% for each unit). The schedule with assignment due dates is at the end of this document. You are expected to work by yourself on the assignments and cheating will not be tolerated.

### **1. Setting Up Your Account**

**You must set up your *Launchpad* account through Canvas. Please see the Canvas page in order to do this correctly. For instructions for LaunchPad registration, see Canvas pages. You must use your Gatorlink (@ufl.edu) e-mail address, which will be your username.** Using an e-mail address other than your UFL e-mail address will result in NO CREDIT received for assignments administered through Launchpad. This cannot be changed after registration; be sure to register correctly.

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

setting up your account, please contact Technical Support (#5, below). Technical support will need a technical support incident ID if you continue to have trouble, so be sure to save that ID when you report your issue.

## 2. Grading of Online Exercises

There are several different types of assignments that students will have to complete:

- **Animation quizzes:** students will be graded based on the number of questions answered correctly out of the total number of questions on the FIRST quiz submission.
- **All other assignment types (activities, tutorials, etc.):** students will receive full credit upon completion.
- **LearningCurve:** students receive full credit upon mastery of the assignment.

Your grades on assignments and their status (e.g., complete, or due in x days) can be viewed in Canvas. The Launchpad home page is NOT a reliable way to determine which assignments remain to be completed. There are many other resources available on *LaunchPad* to help you study material from your textbook, such as Diagnostic quizzes, Flashcards, Interactive chapter summaries, etc. Items that are NOT listed in the Gradebook will not be graded, but we still strongly encourage you to use them to help you study.

### ***Important information about pace***

Some assignments may have a set time limit, so make sure you have time to devote to that assignment before you begin. Once assigned, assignments are available online at all times, from the start of the given unit up until the deadline. It is especially important not to wait until just before the deadlines to complete *LaunchPad* assignments; problems usually happen at the last minute.

The assignments have been listed in an order that complements the lecture, and we recommend either going over the material for a given chapter:

- before the lecture, which may help you understand the lecture in greater detail, or
- after each lecture to help reinforce the material and prepare for the exam.

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

### **a. Due Dates**

Note that all due dates for assignments are clearly posted in the LaunchPad Gradebook and Calendar and reflect the most up-to-date information. The deadline for assignments is 11:59 p.m. on the day stated on the lecture schedule. **All assignments must be completed by the stated due date and time for credit. There are NO make-ups available for *LaunchPad* assignments.**

Extensions for LaunchPad assignment sets will only occur in extreme circumstances. [A Dean of Students note](#) verifying documentation of illness or a personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for accommodations to be considered.

**Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline.**

### **b. Technical Issues**

**For help with *LaunchPad* technical issues, contact *LaunchPad* Technical Support:**

- Phone: 1 (877) 587-6534 (phone)
- Online support form:  
<http://support.bfwpub.com/supportform/form.php?View=contact4>

Tech Support Hours (all times EST)

- Monday – Thursday, 9:00 AM – 3:00 AM
- Friday, 9:00 AM – 11:00 PM
- Saturday, 11:30 AM – 8:00 PM
- Sunday, 11:30 AM – 11:30 PM

If there is a technical problem with accessing *LaunchPad* or a particular assignment within *LaunchPad*, you must contact *LaunchPad* technical support **FIRST, at least 2 days before the deadline. LaunchPad tech support is the only one who can fix technical issues with the site.** Then, contact the Online Instructor/TA at least 2 days prior to the deadline, so appropriate steps can be taken to fix the issue.

### **3. Learning Catalytics Questions**

Students will receive up to 25% of the total course points for participation in the daily clicker/discussion questions that are to be answered using the classroom response system (*Learning Catalytics* [LC]). Students may not make up LC questions, regardless of the reason (e.g., absence, malfunctioning cell phone, forgot to register, etc.). It is the student's responsibility to regularly check (i.e., daily or weekly) their sessions in LC to ensure that their submissions were correctly received, and to contact LC support to resolve any issues with submissions not being properly recorded in the LC gradebook.

To log in, go to [https://learningcatalytics.com/sign\\_in?login=true](https://learningcatalytics.com/sign_in?login=true)

#### **a. Grading**

The score earned will reflect the proportion of LC questions answered correctly in class. Each question posted will be scored as 0.25 LC points for participation with an additional 0.75 LC points for a correct answer. For each course lecture unit, LC score is



scaled to a max of 85% to buffer for occasional absences or technological issues. What this means is that if you earned at least 85% of the total available LC points, you received full credit for the course points. If you earned less than 85% of the total LC points, your score is scaled out of 85%, and you received that proportion of the course points. For example, if you earned 60% of the LC points, your score in the Canvas gradebook would be  $0.6/0.85 = 70.6\%$ .

**All LC questions must be completed by the stated due date and time for credit. There are NO make-ups available for Learning Catalytics.** Excuses for Learning Catalytics questions will only occur in extreme circumstances. [A Dean of Students note](#) verifying documentation of illness or a personal matter must be provided for **missing at least three classes** for excuses to be considered.

### **b. Setting up Your Account**

Please follow the instructions outlined here: <https://goo.gl/e6EG71>  
Information about computer system requirements can be found here:  
<https://goo.gl/6EHBSC>

**IMPORTANT: When creating your account, you must use your Gatorlink (@ufl.edu) e-mail address. Failing to do so will result in receiving NO CREDIT for LC units.**

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

### **c. Technical Issues**

- For problems with Learning Catalytics, contact Pearson 24/7 Technical Support: <https://support.pearson.com/getsupport/s/contactsupport>
- [https://help.pearsoncmg.com/learning\\_catalytics/student/en/Topics/lc\\_looking\\_for\\_help.htm](https://help.pearsoncmg.com/learning_catalytics/student/en/Topics/lc_looking_for_help.htm)
- 800-677-6337

## **4. Extra Credit**

Each instructor will offer 2 points of extra credit per unit, to be applied toward the unit exam. The same content and amount will be offered to all students. There will be no extra credit tailored to individual students.

## 5. Grading Summary

| Assessment Type               |        | Weight |     |
|-------------------------------|--------|--------|-----|
| Exams                         | Exam 1 | 20%    | 60% |
|                               | Exam 2 | 20%    |     |
|                               | Exam 3 | 20%    |     |
| LaunchPad Assignments         | Unit 1 | 5%     | 15% |
|                               | Unit 2 | 5%     |     |
|                               | Unit 3 | 5%     |     |
| Learning Catalytics Questions | Unit 1 | 8.33%  | 25% |
|                               | Unit 2 | 8.33%  |     |
|                               | Unit 3 | 8.33%  |     |

All grades will be posted on Canvas (in terms of course points, i.e., the point scheme above), and it is the responsibility of the student to check their grades on Canvas and make sure they match their grades on *LaunchPad* and *LC*. **If there is a discrepancy you must let us know within ONE week of the grade being posted on Canvas.**

Minimum grade cutoffs are listed to the right. Because each exam may be curved individually, **the scores for the course as a whole will not be curved** (i.e., these grade cutoffs will not be lowered) except under extremely rare circumstances (i.e., unless we tell you otherwise these cutoffs will not be lowered, so do not ask). However, these cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. **Final scores will NOT be rounded** (i.e., 89.99% is not 90%)

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

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Special Treatment

Please do not request individual special treatment regarding grading at the end of the semester; **we do not adjust grades for individuals for any reason nor are grades “rounded up.”** Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let your instructors know *before* the exams rather than after.

## Academic Honesty

All students registered at the University of Florida have agreed to comply with the following statement:

*“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

In addition, on all work submitted for credit the following pledge is either required or implied:

*“On my honor I have neither given nor received unauthorized aid in doing this assignment.”*

Any acts of cheating, plagiarism, or other forms of academic dishonesty will result in, **at minimum**, a 0 grade for the assignment, test, or quiz, and may include additional consequences up to and including a failing grade in the class. Sharing information about tests and quizzes with students in other sections who have not yet taken the exam or quiz, or posting on social media information about tests and quizzes that other sections have not yet taken, is a serious act of academic dishonesty. If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Student Honor Code and Student Conduct Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

## Attendance

Students are expected to attend all classes and are responsible for all material covered during the lecture, including announcements. You are encouraged to participate during office hours to ask questions and reinforce material. In addition, your participation is necessary to earn points for Learning Catalytics questions; such points cannot be made up and answers may not be submitted from outside the lecture day. Students are expected to read the assigned chapters before lectures as this will make it easier to comprehend the lecture material. If you miss class, visit the Canvas site for any lecture slides/notes and course announcements.

We understand that some of you may have unique circumstances this semester and are happy to accommodate as best as we can. Please contact us if you have extenuating circumstances that prevent you from participating in Learning Catalytics questions during your lecture days.

## Netiquette and Communication Courtesy

All members of the class are expected to follow [rules of common courtesy](#) in all email messages, threaded discussions, and chats.

## Time Commitment

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

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

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

## Accommodations for Students with Disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: <http://www.dso.ufl.edu/drc/>. Note that the student should provide documentation of a requirement for accommodation **by the second week of classes**. No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student.

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Lecture Schedule

| Day                                | Date   | Topic   | Chapter     | Lecture number | Deadlines  |
|------------------------------------|--------|---|-------------|----------------|--|
| Tues                               | 10-May | Course Introduction   |             |                |  |
| <b>Dr. Douglas's plant section</b> |        |   |             |                |  |
| Weds                               | 11-May | Phylogenetics and plant classification; endosymbiosis       | Parts of 19 | Plants 1       |  |
| Thurs                              | 12-May | Diversity of photosynthetic organisms; invasion of the land | 20          | Plants 2       |  |
| Fri                                | 13-May | Nonvascular plants: liverworts and mosses                   | 20          | Plants 3       | LaunchPad Animation 20.1 and Quiz; Media clips 20.2 and 20.3 |
| Tues                               | 17-May | Understanding plant lifecycles                              | 20          | Plants 4       |  |
| Weds                               | 18-May | Seed-free vascular plants                                   | 20          | Plants 5       |  |
| Thurs                              | 19-May | Wood and gymnosperms  | 20,23       | Plants 6       |  |
| Fri                                | 20-May | Transpiration   | 20,24       | Plants 7       | LaunchPad Animations 20.2, 23.1, 24.2, 24.3 and quizzes      |
| Tues                               | 24-May | Gymnosperm diversity  | 20          | Plants 8       |  |
| Weds                               | 25-May | Angiosperm morphology                                       | 20          | Plants 9       |  |
| Thurs                              | 26-May | Seeds   | 20          | Plants 10      |  |

| Day                                 | Date         | Topic                                | Chapter               | Lecture number | Deadlines  |
|-------------------------------------|--------------|--------------------------------------|-----------------------|----------------|--|
| Fri                                 | 27-May       | Angiosperm reproductive adaptations  | 20,26                 | Plants 11      | LaunchPad Animations 20.3, 26.1 and quizzes, Chapter 20 Learning Curve |
| Tues                                | 31-May       | Angiosperm physiological adaptations | 27                    | Plants 12      |  |
| Weds                                | 1-Jun        | Tropisms                             | 25                    | Plants 13      |  |
| Thurs                               | 2-Jun        | Plant responses to the environment   | 26                    | Plants 14      |  |
| Fri                                 | 3-Jun        | review                               |                       |                | LaunchPad Activities 23.3, 27.2; Animations 25.2, 25.3 27.1; Quizzes   |
| <b>Tues</b>                         | <b>7 Jun</b> | <b>Exam 1</b>                        |                       |                |  |
| <b>Dr. Gerlach's animal section</b> |              |                                      |                       |                |  |
| Weds                                | 8-Jun        | Diversity & Evolution                | 22.1-22.2             | Animals 1      |  |
| Thurs                               | 9-Jun        | Metabolism & Homeostasis             | 28.1, 28.2, 28.4      | Animals 2      |  |
| Fri                                 | 10-Jun       | Thermoregulation                     | 28.3, 29.1            | Animals 3      | LearningCurve 22.1-22.2, Animated tutorial and quiz 28.1               |
| Tues                                | 14-Jun       | Gas Exchange                         | 30.1-30.3             | Animals 4      |  |
| Weds                                | 15-Jun       | Circulatory System                   | 30.4-30.6             | Animals 5      |  |
| Thurs                               | 16-Jun       | Excretory System and Osmoregulation  | 29.2, kidneys reading | Animals 6      |  |
| Fri                                 | 17-Jun       | Digestive System                     | 28.1, 28.4            | Animals 7      | Animated tutorials and quizzes 28.2, 30.1, 30.3, activity 30.9         |
| Tues                                | 21-Jun       | Summer Break                         |                       |                |  |
| Weds                                | 22-Jun       | Summer Break                         |                       |                |  |
| Thurs                               | 23-Jun       | Summer Break                         |                       |                |  |
| Fri                                 | 24-Jun       | Summer Break                         |                       |                |  |
| Tues                                | 28-Jun       | Immune System                        | 36                    | Animals 8      |  |
| Weds                                | 29-Jun       | Endocrine System                     | 32.1-32.4             | Animals 9      |  |
| Thurs                               | 30-Jun       | Reproductive System                  | 34.1-34.2             | Animals 10     |  |

| Day                                | Date         | Topic                         | Chapter         | Lecture number | Deadlines  |
|------------------------------------|--------------|-------------------------------|-----------------|----------------|--|
| Fri                                | 1-Jul        | Nervous System                | 31.1-31.3, 31.5 | Animals 11     | Animated tutorials and quizzes 36.4, 32.1, 34.2, 31.2, activities 32.1, 32.2, 34.2, 34.3   |
| Tues                               | 5-Jul        | Sensory Systems               | 31.4            | Animals 12     |  |
| Weds                               | 6-Jul        | Musculoskeletal System        | 33              | Animals 13     |  |
| Thurs                              | 7-Jul        | Review                        |                 | Animals 14     | Animated tutorial and quiz 31.4  |
| <b>Fri</b>                         | <b>8-Jul</b> | <b>Exam 2</b>                 |                 |                |  |
| <b>Dr. Gazda's ecology section</b> |              |                               |                 |                |  |
| Tues                               | 12-Jul       | Ecology: Scale & Organization | 38              | Ecology 1      |  |
| Weds                               | 13-Jul       | Earth's Climate               | 38              | Ecology 2      |  |
| Thurs                              | 14-Jul       | Terrestrial Biomes            | 38              | Ecology 3      |  |
| Fri                                | 15-Jul       | Aquatic Biomes                | 38              | Ecology 4      | Learning Curve 38; Animation and Quiz 38.1; Activities 38.1, 38.2  |
| Tues                               | 19-Jul       | Populations I                 | 38              | Ecology 5      |  |
| Weds                               | 20-Jul       | Populations II                | 39, 40          | Ecology 6      |  |
| Thurs                              | 21-Jul       | Species Interactions I        | 39, 40          | Ecology 7      |  |
| Fri                                | 22-Jul       | Species Interactions II       | 39, 40          | Ecology 8      | Learning Curve 39; Activities 39.1, 39.2, 39.3, 39.4, 39.5; Animation and Quiz 39.1; Learning Curve 40; Activities 40.1, 40.2, 40.3; Animation 40.1; Videos 40.1, 40.2, 40.3 |
| Tues                               | 26-Jul       | Food Webs & Energy Flow       | 39, 40          | Ecology 9      |  |
| Weds                               | 27-Jul       | Ecological Communities II     | 41              | Ecology 10     |  |
| Thurs                              | 28-Jul       | Ecological Communities II     | 41              | Ecology 11     |  |
| Fri                                | 29-Jul       | Biogeochemical Cycling I      | 41, 42          | Ecology 12     | Learning Curve 41; Activities 41.1, 41.2, 41.3; Animation and Quiz 41.3  |

| Day          | Date         | Topic                     | Chapter | Lecture number | Deadlines   |
|--------------|--------------|---------------------------|---------|----------------|---|
| Tues         | 2-Aug        | Biogeochemical Cycling II | 41, 42  | Ecology 13     |   |
| Weds         | 3-Aug        | Review                    |         | Ecology 14     | Learning Curve 42; Animation and Quiz 42.3; Activities 42.1, 42.2 |
| <b>Thurs</b> | <b>4-Aug</b> | <b>Exam 3</b>             |         |                |   |
| Fri          | 5-Aug        | no class                  |         |                |   |

## Getting Help & Supplemental Instruction

### 1. Getting Help

If you have a non-tech-support question about the course, check the following sources first to see if it is already answered, before emailing your instructors:

- Course Syllabus
- Canvas Announcements (this is the primary means that your instructor has to communicate with you in a timely manner)
- Canvas FAQ Discussion Boards

### 2. Computing Problems

For issues with technical difficulties with Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

See page [Assessments and Grading](#) for information on how to get help with LaunchPad and Learning Catalytics.

#### a. Questions about Grades in Canvas, online assignments (LaunchPad), and in-class participation credit (Learning Catalytics)

All correspondence regarding the online assignments (LaunchPad), in-class participation (Learning Catalytics), and grades in Canvas must be sent to the Online instructor/TA.

To facilitate actual discussion, a discussion forum will be set up in Canvas. 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.

### **b. Communication with Your Online Instructor/TA**

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

- Course Syllabus
- Canvas announcements (this is the primary means that your Online Instructor/TA has to communicate with you in a timely manner)
- Canvas Discussion FAQ
- Canvas Discussion General Posts

If you still cannot find the answer to your questions:

- If it is a question that others might find useful to know the answer to as well, post it in the Canvas Discussion section.
- If it is a question specific to you (e.g., account or grade specific), e-mail your TA. Barring unusual circumstances, expect a reply within 24 hours during the work week (Monday – Friday at 5 pm). E-mails and Canvas Discussion posts are checked at least once per day, but sometimes not more than that.

## **3. University Support Services**

College can be a very stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. There are several online help resources (<https://counseling.ufl.edu/resources/online/>) provided by the UF Counseling and Wellness Center or contact one of the following services:

### **a. Health and Wellness**

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

- IV. **University Police Department:** Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
- V. **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**b. Academic and Student Support**

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

## 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.

## 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.

| <b>Technology</b>                                | <b>Privacy Policy</b>          | <b>Accessibility Policy/Statement</b> |
|--|--------------------------------|---------------------------------------|
| 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> |
| MacMillan Learning<br>(LaunchPad) | <a href="#">Privacy Policy</a> | <a href="#">Accessibility</a> |

## **Disclaimer**

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