

BSC1005
Fall (8/15/22 – 12/2/22)

I. Course Information

<p><u>Course Title:</u> Introduction to Biology</p> <p><u>Sections:</u> BSC 1005: 01, 02</p> <p><u>Instructor:</u> Leann Manley M.S.</p> <p><u>Credits:</u> 3</p> <p><u>Course:</u> Ocala, Building 2, room 120</p> <p><u>Office Location:</u> Ocala, Building 2, room 217C</p> <p><u>Office Hours:</u> simultaneously online and on campus*</p> <p>M : 9:30am – 12:30pm & 3:15 – 4:45</p> <p>T : 9 – 9:30 am ; 12:15pm – 2:15pm *<u>Online only</u> 4-6pm</p> <p>W : 9:30am – 12:30 pm & 3:15 – 3:45pm</p> <p>Synchronous? e mail me for a Zoom appt If needed</p>	<p><u>E mail:</u> through canvas only (to be sure that it doesn't go into a spam folder). It is best to e mail me for an office appointment so that you get to talk with me when it works for you. I check e mail frequently on weekdays (24 hours or less for a reply), though not from Friday night through early Monday morning.</p> <p>Extended Emergency Closure: For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website (CF.edu).</p>
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II. Course Description

What are a few basic facts I need to know about this class?

My hope is that you will enjoy learning the many seemingly miraculous facts about biological organisms presented in this course. We will merely skim the surface of the multitudes of biological processes (metabolism) that keep us alive! The topics are taught on an applicable basis and address many areas such as health, nutrition, ecology, genetics, and biotechnology. To do well in this class, it is helpful to have a sense of curiosity about the human body, a reasonable attention span, a willingness to study, and general knowledge of this syllabus. The vocabulary is extensive in introduction college courses, an efficient and consistent (daily studying) work ethic is necessary in order to do well; for **each credit hour**, set aside, minimally, 1 hour of studying. For a regular term, this would mean that for a 3 credit class an additional 3 hours (outside of attending class) of homework/studying is needed each week (minimally 6 hours weekly). This is actually less time than typically expected in college courses; to compare these study time requirements, click on and complete this online [studying time calculator](#) (be sure to enter in the correct # of weeks in the term). I encourage discussion and for students to speak with me before or after class, though if you need to e mail me, know that all communication will be through Canvas e mail; get in the habit of checking canvas e mail often, and check often for announcements! If you're interested to know the specific topics that you will learn in this class, open the digital textbook and look over the table of contents. Another quick peek into this class is to read the opening 1 - 2 paragraphs in each chapter.

One other thing, in order for instructors to teach effectively they have a few basic expectations when addressing a class of students; some of those expectations are that each student: **a.** has the ability to participate (attend classes, and access to a computer and internet), **b.** will participate consistently and wants to learn (understands [habits are more important](#) than goals); [top habit apps](#) – help to build good habits; **c.** will reach out for assistance as needed in a timely, and professional, manner rather than after a due date, or near the end of the semester.

What text and materials do I need for this course?

1. A way to attend classes regularly, and a consistently working computer (with internet) with working knowledge of Office 365 (offered free to all CF students). Canvas issues? dlhelp@cf.edu, or click on the help link (left hand margin in canvas). CF portal issues? e mail, ithelp@cf.edu It is assumed that students have a **contingency plan** for internet or computer outages; neither of these outages is an acceptable excuse for a missed due date. Suggestions to this end: *if you have minor tech issues: youtube searches typically yield successful solutions; * it is good planning to complete assignments at least one day in advance of a due date. Also, Chrome browser and adding the Stands (ad blocker) extension really helps!
2. Textbook: online (free) E textbook located in the Modules on the Canvas page (pdf file). For a printed copy, download the file onto a USB drive, any office supply store can print the book for ~\$20 (download pdf reader on your device, it is free online) **If you do not have access to Canvas during the first week of the term, e mail me your student ID # and section # to add you.
3. You are allowed 1 hour during a regularly scheduled class for each exam (only your brain may be referenced). A scantron and a pencil are required for exams (scantrons sold in CF bookstore). You may use ear plugs, not ear buds, during exams.

How can I earn a good grade in this class?

1) Develop a plan to complete the **7 steps** below to effectively complete the coursework. **2)** Read both CPR sections in this syllabus before EACH CPR assignment. **3)** Read the “what’s the skinny on how to do well in this course” section. **4)** Plan out how you will meet the grade replacement criteria. If you did all these things, and did poorly on exam 1, make an appointment to see me and bring your work with you so that I can help you (see e mail template on the last page of the syllabus).

What are **the steps** I should take to effectively complete the coursework?

- Step 1) **download** the textbook to your desktop: *1st **read** the chapter’s objectives (first page of chapter); *2nd **learn** the chapter outline (last page of chapter). Use the **Course Schedule Table** to pace yourself this term!
- Step 2) **read** the chapter: *question* and take notes in the margins as you read it (it helps to read it more than once)
- Step 3) try the **crossword puzzle** (*end of each Chapter*) *(complete applicable concept map **templates** – last 10 pages)
- Step 4) complete chapter study questions (end of each chapter) and quiz yourself with those questions and the outlines
- Step 5) work on **CPR assignment** due that week (start a discussion on canvas to share ideas for this if desired, it does help)
*note, if you think you might need more time, let me know and *I will open the assignment early for you.*
- Step 6) create your exam **study guide**, combining the *chapter study questions and CPR material/content, and study it consistently. Exam (readiness) litmus test (ready for an exam?): about ~50 % of the chapter study questions are repetitive (or weren’t covered in class).* When you see this, *do the following: *for each grouping of repetitive options that you identify, keep the option most challenging, and discard all the easier ones (or weren’t covered).* This method will help you to *create a personalized and concise study guide.* If you yet don’t see the repetition in the questions and answers, keep studying, it will happen! This study guide may even be collected for a potential bonus!
- Step 7) spend a **minimum of 30 minutes daily** following steps 2 - 6. You can do it if you plan to and study consistently!
Addendums: introduce yourself to a classmate and start forming small study groups; then invite me to attend in order to serve as quality control (online or in person); *the **Course Schedule Table** shows all graded work.*

How are assignments and grades earned?

In a nutshell: the results of the in-class quizzes, 4 CPR writing assignments and 3 exams determine the course grade. Students are responsible for material assigned and presented during class. All class materials are posted in Canvas (modules), and students are expected to check canvas often to stay informed (notify me within the first week if you can’t access canvas). See the semester grading scale table in this syllabus for weights of assessments. **Life happens:** *If exam 1 or 2 is missed (or a low grade), it can be *replaced by your exam 3 grade if all* of the following criteria are met: **1)** communication with me is professional; **2)** attendance (entire class period) is consistent – ask if clarity is needed here; **3)** participation in class is professional and adequate; **4)** all CPR assignments are completed, with a B or better. If you missed one of these criteria, and want to qualify for this grade replacement offer, please do make an office appointment with me to discuss it.

III. Assessment

See the syllabus course schedule table for assignments, assessments, dates and due dates. There is no resetting of due dates, or make up assessments, or class activities. In order for any grade to count, attendance of that entire class period is required (if you have questions on this, please ask, don’t assume). Obviously, the only thing that should be accessed during an assessment exam, quiz or summary) is your knowledge. If a device and, or phone is attended to, or left out, a 0 will result. Once an assessment has begun, it must be finished before leaving the classroom. Plagiarism also will result in a 0 and potentially, for any cheating violation, an FF for the course (see also the CF student code of conduct handbook). Since some assignments are on Canvas, it is assumed that students have a contingency plan for a technical issue (computer/device failure, internet outage, etc.). I understand that most students realize what is written in this paragraph, please ask questions if you do not.

What’s this CPR (Calibrated Peer Review) assignment all about?

The CPR system is a writing (brief) and rating assignment that employs critical thinking. Of all the work in this class, this assignment is the one that students tend to comment positively about. The topics of these assignments help students to prepare for the exams, so it becomes a guided study for exams. Another quick note on the CPR system: these are simply short writing assignments (using helpful guiding questions - a writing prompt), that require an additional step of rating (grading) 7 of them. The instructions may seem complex at first, but since guidance is needed these instructions need to be clear and detailed. Take them one step at a time, **they aren’t difficult, they only require critical thinking.** ☺

I. Getting started and registration for the CPR website (the site opens during the 2nd week of the term):

All students will have access to **register** for the site during **week 2**, [click here](#) to do so. When registering, if you need assistance [click here](#); I made a step by step image tutorial for that purpose. If you need assistance after you registered and logged on, [click here](#). These assignments are a major part of this course grade, be sure to familiarize yourself early on leaving time enough to e mail me if assistance is needed. Upon registering, write down your username and password as there are multiple CPR assignments for the term. Also, bookmark the CPR website on your internet browser as well, and do not attempt these assignments on a phone.

II. CPR assignment instructions in a nutshell (it helps greatly to read this section before each CPR assignment):

***TEXT (1st due date)**: **1)** log on to the CPR site, open the CPR assignment for that week, read ALL instructions in the assignment, type your short response in a Word doc using the prompt and guiding questions (word count given in assignments). **2)** copy and paste your response from the Word doc into the CPR site text box and click [submit]. To copy and paste your text into the CPR site, you must use **keyboard shortcuts**: Ctrl C = copy; Ctrl V = paste. You are required to triple check that the CPR site accepted your written text/response (“The CPR site didn’t take my submission” will not be accepted as an excuse for no text submission...log out and log back in to check.) Note: if you don’t submit the text, you have no work for the computer to *randomize* (in other words, you cannot continue in the assignment – be **SURE** your text is submitted properly).

***RATINGS/READING (2nd due date) - 3)** wait till the text submission due date has passed (1st due date – see course schedule table), then you may move on to the ratings. The first section contains the Calibration responses; you will be assigned 3 random calibrated responses to rate – this will get you on track to the grading questions (I rated these responses in advance, *your aim is to score within 2 points of my rating*, in other words, within 2 *standard deviations* from the mean – the average). You will be provided questions (grading questions) that each have a point value to use when you rate the responses. Hint, once you find the calibration response that earned all 10 points – study it, this is preparation for the exams! Once you rate all 3 Calibration responses, then move on to rate the 3 Review responses. Lastly, you are to rate your own response (if you haven’t rated 7 responses, you aren’t finished). If you get stuck as you are rating, reflect on the calibration response that earned all 10 points to discern correct from incorrect. Note, on the CPR site only there is 3rd (calibration) due date - **ignore it**. There is no calibration due date, use the due dates on the course schedule table. **4)** You must rate all 7 responses: 3 calibrations, 3 reviews and your own response before the 2nd due date (see course schedule table). Remember to reflect on this information while completing each CPR assignment.

Each CPR assignment takes the average student approximately 2-3 hours total (1.5 ish to write their response, then 1.5 ish – to complete all of the 7 ratings. CPR assignments are a great study tactic to learn the content of this class! They also make you discern between reasonably written material that is correct from that which is incorrect. You will improve with each assignment. This is an excellent critical thinking component of your learning! Again, these instructions are a lot to take in before seeing the system, don’t stress about this! It will make sense when you get to use the system during week 2.

In Class Quizzes

Be sure to have studied the **chapter outline** for that week, as in-class quizzes only cover the chapter outlines.

Exams

Exams require a scantron and pencil (and official photo ID for exam 1 only). Attending class regularly will give you the guidance needed to study effectively for these exams. Ear plugs (not ear buds) may be used during exams.

Is attendance and, or participation required?

Why sign up voluntarily for something and then not attend or participate? Class attendance and consistent studying is necessary to perform well in a college course. Lack of attendance equates to a lack of concern about one’s learning (i.e., grade). Attending and participating in a class implies that one is paying attention, distractions (phones: texting, talking, etc.) detract from this; as most of you know, attending class is more than physically being in class. In order for in class quizzes to count for a grade, the entire class must be attended. *If for some reason you need to drop or withdraw from any class, it is the student’s responsibility to know the college drop and withdraw dates (link located in this syllabus). See the semester grades table in this syllabus for weights of assessment I encourage attendance by offering the in-class quizzes as a buffer grade for exams (if you attend on time and know the ½ page chapter outlines this is an easy A for ~ 10% of the course grade-though when these quizzes are given each week is known). **Please stay after class if you have an applicable everyday biological concept to discuss. I won’t have time after each class, though if you let me know ahead of time (or just ask), I would enjoy this interaction!

Semester grades will be assigned as follows:

A = (100-90%) B+= (89.9-87%) B = (86.9-80%) C+= (79.9-77%) C = (76.9-70%) D = (69.9-60%) F = (< 59.9%)	(4) CPR (writing)@ 25pts/ea (3) Exams@ 100pts/ea (12) Quizzes@ 4pts/ea Any grade disputes must be brought to the instructor's attention within one week of grade posting.
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So after all this, what's the skinny on how to do well in this class?

Follow the suggestions in this syllabus, *find a study partner to hold you accountable* and understand *opportunity cost*.

IV. Course Schedule (aka., syllabus table: print this table, as Canvas notifications cannot be relied on)

<u>Week</u> Mon - Sun	<u>Weekly Chapter Reading Requirement</u> Commit to 30 minutes each day !	<u>Weekly Assessments, Assignments & Due dates:</u> <i>Assignments due Sunday 10 pm of that week (rows)</i> <i>No resetting of due dates; In-class quiz each week (day/time unknown)</i>	
		<u>Assignments/Assessments</u>	<u>Due dates</u>
Week 1 8/15 - 21	1 Introduction to Biology	Syllabus Quiz > > > CPR available during week 2	Due 8/21, Sunday 10 pm
Week 2 8/22 - 28	2 Biological Chemistry <i>*have you formed a study group yet?</i>	Take CPR tour & CPR Pre Test (Calibrated Peer Review)	*Write down your CPR username & PW Read CPR section in this syllabus, links to site Due 8/28, Sunday 10 pm
Week 3 8/29 - 9/4	2 Biological Chemistry	CPR # 1 Text <i>*do a few Ch study questions each day!</i>	Due 9/4, Sunday 10 pm
Week 4 9/5 - 11	3 Cellular Organization <i>9/5, Labor Day – college closed</i>	CPR # 1 Ratings (*Calibrations, reviews & self = 7)	Due 9/11, Sunday 10 pm
Week 5 9/12 - 18	Exam 1 <i>Study guide? Merge your answers to the chapter study questions</i>	Exam 1 (covers Chs: 1,2, 3) <i>...and review the CPR content</i>	Bring: 1) ID, 2) scantron (CF bookstore), 3) pencil & eraser
Week 6 9/19 - 25	4 Metabolism: Cellular Respiration	CPR # 2 Text	Due 9/25, Sunday 10 pm
Week 7 9/26 - 10/2	5 Metabolism: Photosynthesis	CPR # 2 Ratings	Due 10/2, 10 pm
Week 8 10/3 - 9	6 Metabolism: Cell Production	<i>*do a few Ch study questions each day!</i> 10/4, Faculty Dev Day	
Week 9 10/10 - 16	7 Metabolism: Genotype to Phenotype	CPR # 3 Text Thanks Vets! 11/11	Due 10/16, Sunday 10 pm
Week 10 10/17 - 23	7 Metabolism: Genotype to Phenotype	<i>*do a few Hmwk questions each day!</i> CPR # 3 Ratings	Due 10/23, Sunday 10 pm
Week 11 10/24 - 30	Exam 2 Learn the answers to the applicable Ch study Qs & CPR assignments	Exam 2 (covers Chs: 1 - 7)	Need: scantron, pencil & eraser
Week 12 10/31 - 11/6	8 Diversity of Life	<i>*do a few Ch study questions each day!</i>	
Week 13 11/7 - 13	9 Body Systems	<i>*do a few Ch study questions each day!</i>	
Week 14 11/14 - 20	9 Body Systems	CPR # 4 Text	Due 11/20, Sunday 10 pm
Week 15 11/21 - 27	10 Biogeochemical Cycles	CPR # 4 Ratings <i>*do a few Ch study questions each day!</i>	Due 11/27, Sunday 10 pm
Week 16	Exam 3 Learn the answers to the applicable Ch study Qs & CPR assignments	Exam 3 (covers all chapters)	Need: scantron, pencil & eraser

Tutoring Options

1) e mail me to schedule a study group Zoom session (see office hours); 2) [Tutoring center](#) in the Ocala campus library – call to check; 3) Smarthinking (if issues, E Learning help desk - dlhelp@cf.edu or (352) 854-2322 x 1317 or ext 1847). **Note:** student feedback from those who struggled, and earned a B or higher, revealed that consistent studying of the canvas homework is the key to success. **A few tried tutoring, though commented it was the *repetitive studying that worked*.** Anonymous student surveys revealed the following study time requirement in order to do well: 25% said 15 min/day, 48% said 30 min/every day, 20% said 60 min/day - this is advice from your peers (former students).

Things students do that could sabotage their education:

Don't attend classes: you paid for it, get the most out of it
 Not read and acknowledge the syllabus: it's a contract
 Not complete assignments on time (or at all)
 Adopt the precept that cramming is the same as learning
 Pay for classes, then not invest time and attention studying
 Doing what you want, rather than what you ought (habits)

CHECKLIST for grade improvement & meetings:

- *Learn/know each chapter outline
- *Read and reread each chapter till it sinks in
- *Beef up each chapter outline (use chapter questions)
- *Complete all assignments on time
- *Concept maps! (minimally complete the templates!)
- *Study course materials 30 minutes daily
- *I look forward to reviewing your work when we meet!

General BSC 1005 Policies

1. Consistent attendance is required to do well; ask questions as needed and you will succeed!
 2. There are no make up assignments or assessments (no resetting of due dates)
 3. In order to meet the grade replacement offer, consistent attendance is required
 4. In order for an in class quiz grade to count, the entire class must be attended
 5. Knowledge of computers and the internet is assumed; it is assumed that you have a contingency plan for internet or computer issues. An internet outage or computer issues are not viable reasons for missing a due date: **A)** do not procrastinate (start online work early), and **B)** have a back-up plan for internet and, or computer issues
 6. E mail questions may not be replied to if sent within 24 hours of an assignment due date, do not procrastinate, especially on the initial assignments – there is always a learning curve on any new computer software interaction!
 7. Assistance of any kind (technological or other) during an exam will result in a 0 (and possibly an FF for the course)
 8. Attending to any technology/device during an assessment will result in a 0 (and possibly an FF for the course)
 9. Any technical issue with the CPR site is due to user error. If you need assistance, you may bring your computer to the campus and schedule a meeting with me if you feel that it is not user error. This meeting must take place before a due date. If I.T. does determine that it is a CF server issue, I will address that as needed.
 10. If you want extra credit, study extra; studying time correlates to one's grade (grade = % of material learned)
 11. Cheating and plagiarism will not be tolerated; this will result in a grade of "FF" for the course
 12. If for some reason a make up exam is warranted, it will not be a scantron exam (short answer and essay format)
 13. It is the student's responsibility to drop the class by the college drop dates (see dates below) if desired. Meet with an instructor if you have questions concerning your grade/class progress.
- *if you would like a more in depth textbook to read, [click on this link](#) for the OpenStax Concepts of Biology text (free pdf)

Template of a professional e mail message for correspondence with instructors:

Dear Professor, ^{^be sure the name is spelled correctly}

I am writing this e mail to you because ^{^replace this with your concern}

*I have looked diligently over the class materials and syllabus for an answer but couldn't find it. My question to you is ^{^replace this with your question/concern}

Thank you in advance for your assistance and I look forward to your reply.

Sincerely,
^{^your full name here}

College Policies are located on your canvas page (left hand margin)

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)

Stressed and need someone to talk to? counseling services to students are available free of charge by State of Florida licensed clinicians either on campus or off campus. Off campus, CF has a system that is anonymous and free called Baycare. A student may call the toll free number, 1-800-878-5470 (twenty four hours per day, seven days per week) for assistance or visit the [Baycare website \(Links to an external site.\)](#). There are also counseling services at CF: Contact 352-854-2322, Ext. 1760, or 352-854-2322, Ext. 1286 for more information.

V. Learning Outcomes

College of Central Florida Learning Outcomes (aka, student objectives for this course)	Assignments & Exams
Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.	
1. Accurately interpret evidence, statements, graphics, questions, etc.	X
2. Identify important arguments.	X
3. Thoughtfully analyze and evaluate alternative points of view.	X
4. Draw valid conclusions.	X
5. Justify and explain assumptions and reasons	X
Communication: The student will read, write, speak, and listen effectively.	
1. Read materials and effectively understand essential facts and concepts.	X
2. Write an organized document that communicates effectively and appropriately for the situation.	X
3. Listen actively to comprehend main ideas and essential details.	X
Quantitative and Analytical Reasoning: The student will understand and apply mathematical and scientific principles and methods.	
2. Identify and organize relevant information and complete the solution of an applied problem.	x
3. Interpret and communicate understanding of visual representations of data.	x
4. Demonstrate mathematical number sense and unit sense.	x
Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.	
2. Identify scientific principles underlying human influence upon the Earth and its inhabitants.	x
4. Understand the local and global connections among power, and knowledge	x
5. Understand the local and global connections between self-direction, cooperation, respect, responsibility, and integrity.	x
Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications.	
1. Organize data or information using appropriate electronic media.	x
2. Access, research, and retrieve information using the Internet.	x
3. Communicate with others using electronic media.	x