

## Biology 102: Concepts and Applications in Biology II

### Section 05: ONLINE



### Course Syllabus

Instructor: Dr. Heather Spalding

Email: [spaldinghl@cofc.edu](mailto:spaldinghl@cofc.edu)

Fall 2020



### Course Description:

- This is a non-science majors' course, which will provide a background for understanding and evaluating contemporary topics in biology and societal/environmental issues. The course emphasizes physiology and anatomy of organisms, ecological and evolutionary concepts, biodiversity, and conservation biology through the lens of sustainability. An understanding of methods, history, and the dynamic nature of science will also be emphasized. Students will be exposed to lectures, activities, readings, discussions, videos, and assessment to ensure a thorough, lasting understanding of the material. Completion of this class and the associated laboratory meets a General Education requirement.

### Pre-requisites:

- BIOL 101 and BIOL 101L are prerequisites for BIOL 102. BIOL 102L is a co-requisite.

### Course Learning Objectives:

- Upon completing this course, students will demonstrate basic knowledge and understanding in each of the following content areas as is covered in class, as well as demonstrate the ability to apply this knowledge to real-life situations:
  - Evolutionary Processes
  - Origins of Life
  - Biodiversity
    - Viruses, Bacteria, and Archaeans
    - "Protist" Lineages
    - Plants
    - Fungi
    - Animals
  - Principles of Ecology

## Sustainability Literacy:

- This course is designated as sustainability-focused. We will discuss sustainability throughout the course as it applies to much of our biological study with consideration to the triple bottom line, which includes environmental (which will come naturally in this course), economic, and social systems. Upon completing the course, students should be able to synthesize information from two or more of these systems to address a sustainability problem. The CofC Sustains/Solves theme for this year is global warming and climate change.
- The Quality Enhancement Plan Goal is to “Build Awareness” through the Student Learning Outcome: **identifying key ways to be more sustainable in the student’s personal life and on campus**

## Contact/Communication:

### *Private/Student-To-Instructor Contact*

- Students should contact me about issues that are specific to the student **by email at [spaldinghl@cofc.edu](mailto:spaldinghl@cofc.edu)**
- My response time with emails will typically be **within 24 hours on weekdays and within 48 hours on weekends.**

### *Office Hours*

- Online office hours will be made available via Zoom on Mondays from 3:30 – 4:30 pm, or by appointment.

### *Course Communication and Community Building*

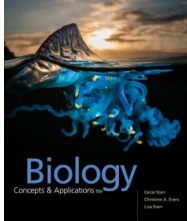
- **OAKS** will be utilized for **content, quizzes, news, updates, and online office hours.**
- *New to Oaks?* Get up to speed fast with tutorials here:  
<http://blogs.cofc.edu/oaks/students/getting-started/>
- **Email** will be used to communicate important or sudden changes in course information.
- We will **all work together to build our online learning community.** I will play a facilitating role in helping you get to know, work with, trust, and collaborate with the other members of our class. Each member of the class must be willing to participate in a dynamic and engaging learning group that is inclusive. Your participation, willingness to contribute, and initiative are paramount to having a successful and enjoyable learning experience. We **aim to develop a spirit of camaraderie and team learning that will unite us** as a community of learners.

## Expectations:

- Students should plan to **log into Oaks at least 3 times per week.**
- Students should dedicate **6+ hours per week** to this course to be successful.
- This class is **student-driven.** Motivation must come from the student.

- Our class should be **interactive and engaging!** Students are expected to **contribute** to our **learning community through weekly participation opportunities.**
- **There are weekly obligations:** quizzes, graded assignments, or exams.
- **Laptops or tablets are required.** This is an online class that requires a steady and reliable internet connection. This is especially important for the online quizzes and tests.
- **Charged mobile phone with internet access.** You will need to use your phone for outside assignments and for taking and posting pictures.

## Required Course Materials:



- **Computer/technology** with reliable access to **internet**
- **Software/Apps:** OAKS, PowerPoint
- **Textbook:** *Biology: Concepts and Applications*, 10<sup>th</sup> ed. by Starr, Evers, and Starr

## Participation:

- There is no formal attendance requirement. However, you are expected to read the assigned chapters, take your own notes, and view the VoiceThread lectures for each week. You will need to complete this information before taking the weekly quiz.
- Participation points will be offered on a weekly basis, and are worth 10% of your grade. The accumulation of up to 10 participation points = 100%.

## Late work:

- Late homework assignments are not accepted.
- Late quizzes are not permitted without prior approval due to official College travel, weddings, funerals, or sickness. Excused absences due to serious medical issues spanning the entire quiz period may be considered for exemption on a case by case basis.

## Inclement Weather, Pandemic or Substantial Interruption of Instruction:

- If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

## Accommodation:

- Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the **first two weeks of class or as soon as the student has been approved for services** so that reasonable accommodations can be arranged. [Center for Disability Services/SNAP](#).

- The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
- This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the [Center of Disability Services/SNAP](#), 843.953.1431 or me so that such accommodation may be arranged.

## Center for Student Learning:

- The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

## Mental & Physical Wellbeing:

- At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520).
- And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640, 3<sup>rd</sup> Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3<sup>rd</sup> Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

## Food & Housing Resources:

- Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you.
- In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

## Inclusion:

- The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. Go to: <http://gender-sexuality-equity.cofc.edu/campus-resources/index.php>
  - Preferred Name and Pronoun Information
  - On Campus Gender Inclusive facilities
  - Campus Resources
  - College of Charleston Reporting Portals
  - National Resources for Faculty & Staff
  - GSEC Reports
  - Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
  - College of Charleston Quality Enhancement Plan (QEP)
  - Articles about CofC and LGBTQ+ Issues

## Honor Code and Academic Integrity:

- Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. \*Copying information off the internet and not citing it in graded assignments is considered cheating\*
- Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.
- Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.
- Students can find the complete Honor Code and all related processes in the Student Handbook at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

## Assessment:

- Formative assessment quizzes are multiple-choice, individual, timed, randomized, 10 questions, and conducted through OAKS. They are open-book and open-notes BUT students must study and prepare ahead of time, as quizzes are challenging. There will not be time to look up all of the individual answers.
- Exams (summative assessment) will be online and composed of up to 50 questions, with a similar format as the quizzes.
- Graded assignments will be submitted electronically to the OAKS drop box.

## Grade Computation:

Component	Value (% of final course grade)
Quizzes (9 of 10); lowest score dropped	30%
Exams (4)	20%
Cumulative Final Exam	20%
Graded assignments (4)	20%
Participation*	10%
<b>TOTAL</b>	<b>100%</b>

### \*Participation Point Opportunities (10 = 100%) - more to be announced in class!

- Attend Office Hours and ask a question
- Summarize (one paragraph) a relevant newspaper article
- Record a 30 second "breaking news" summary
- Create a novel biology joke (not searchable on the internet)
- Watch a relevant TedTalk and write a paragraph summary
- Send a recording of a ~60-90 second rap on a relevant biology topic
- Write a novel biology-relevant haiku
- Fill out a student survey
- Complete student evaluations at end of class

## Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	less than 60



## Tentative Schedule for BIOL 102-5: *Subject to Change*

Class #	Day	Theme	Lecture Topic	Chapter readings	Due for Grading*
1	8/26		Syllabus review, Introduction		Quiz 1
2	8/31	Evolution	Evidence of evolution	16	
3	9/2	Evolution	Evidence of evolution cont.	16	Quiz 2
4	9/7	Evolution	Processes of evolution	17	
5	9/9	Evolution	Processes of evolution	17	Quiz 3
6	9/14	Evolution	Life's origin and early evolution	18	
7	9/16		EXAM 1		Selfie #1
8	9/21	Biodiversity	Viruses, bacteria, and archaea	19	
9	9/23	Biodiversity	The Protists	20	Quiz 4
10	9/28	Biodiversity	Plant Evolution	21	
11	9/30	Biodiversity	Fungi	22	Quiz 5
12	10/5	Biodiversity	Biodiversity cont.		
13	10/7		EXAM 2		Selfie #2
14	10/12	Plants	Plants: tissue	25	
15	10/14	Plants	Plant: reproduction	27	Quiz 6
16	10/19	Plants	Plants cont.		
17	10/21	Animals	Animal tissues and organ systems	28	Quiz 7
18	10/26	Animals	Immunity	34	
19	10/28	Animals	Reproduction and Development	38	Quiz 8
20	11/2	Animals	Animals cont.		
21	11/4		EXAM 3		Selfie #3
22	11/9	Ecology	Animal behavior	39	
23	11/11	Ecology	Population ecology	40	Quiz 9
24	11/16	Ecology	Community ecology	41	
25	11/18	Ecology	Ecosystems	42	Quiz 10
26	11/23	Ecology	The Biosphere	43	
27	11/25		<i>No classes - Thanksgiving Break</i>		
28	11/30	Ecology	Human effects	44	
29	12/2		EXAM 4		Selfie #4
30	12/9		CUMULATIVE FINAL		

**\*Grading:** All quizzes will open on Friday and close on Sunday at 11:59 pm (before midnight).

**Selfies:** All Selfies are due by Sunday at 11:59 pm (before midnight)