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
Required Course Materials:

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

*Yes, you will need to buy the book!*

OAKS:

- OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus, class materials, and grades for each assignment, which will be regularly posted.
- *New to Oaks?* Get up to speed fast with the student [OAKS tutorials](#).

Contact/Communication:

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

- Please call me “Dr. Spalding”.
- 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**.

**How To Write an Email To Your Professor**

- Most organizations are dependent on email for internal and external communications. The way you present yourself in an email says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second-nature when you enter the workforce, graduate school, or medical school.

- When corresponding with me, please:
  - include BIOL 102 in the subject line
  - include a respectful greeting (e.g., “Hi Dr. Spalding” or “Dear Dr. Spalding”)
  - use complete sentences
  - fully sign your name
  - THEN.... proofread your email
  - *Note*: an email should not be written like a text message.

**Office Hours**

- Zoom office hours are **every Thursday from 10:00 am – 12:00 pm (noon) or by appointment**.

You can click [HERE](https://cofc.zoom.us/j/81059544806) for the Zoom office hours link or copy and paste: https://cofc.zoom.us/j/81059544806
Course Communication and Community Building

- **OAKS** will be utilized for content, quizzes, discussions, news, updates, and online office hours.
- **Email and the OAKS Announcements** will be used to communicate important or sudden changes in course information.
- The Discussion Board “Course Lounge” will be used for students to freely ask and respond to questions about the course that are not student-specific. Either myself or our class grading assistant will respond to these posts within 24 hours on the weekdays and within 48 hours on the weekends.
- We will all work together to build our classroom and 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.

Ask Three, Then Me

- I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:
  
  1. Consult the class schedule and syllabus.
  2. Check OAKS for announcements and instructions, including the Course Lounge discussion board.
  3. Confer with three classmates.

- If you still don’t know the answer to your question, then you may email me. Please help me maintain my sanity by following these steps!

Expectations:

- Students should plan to log into Oaks at least 3 times per week. Remember that I can see when you log into OAKS and will monitor your progress.
- 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 online learning community. Because we don’t meet face-to-face, it’s essential that you maintain an active presence in the class, including posting to and reading discussion board threads within 1 week of being assigned.
Navigating This Course:

- This course requires **weekly obligations** including chapter readings, quizzes, graded assignments, discussion boards, or exams as described in the course schedule. All assignments can be accessed through links in the Content section of OAKS or directly through the OAKS Quizzes, Discussion Boards, or Dropboxes.
- Every week will entail **two Zoom lectures** released by Monday and Wednesday (excluding weeks with an exam, where you will only have **one Zoom lecture** and **one Weekly Update**).
- To succeed in this course, you will need to read the assigned chapter sections **before** lecture, take your own notes, and then add to your notes during the Zoom lecture.
- There will be an **open book quiz every weekend** on the material from that week. Students may not work together on the quiz or use the internet to look up answers. The quiz opens at 5:00 am on Friday and closes at 11:59 pm on Sunday. All quizzes will be multiple choice or T/F, and composed of 10 random questions (each quiz attempt has different, randomly chosen questions). You will have up to 3 opportunities to take the quiz. Your quiz grade will be the **highest grade** of up to 3 tries. The lowest quiz grade for the entire semester will be dropped.
- Developing a **weekly rhythm** will help you remain engaged and on task. If needed, please see the [Center for Student Learning](#) to get assistance with time management.

Netiquette:

To maintain a respectful and supportive environment, please uphold these rules of netiquette. Netiquette is network etiquette, the do's and don'ts of online communication. Use this Netiquette in all Discussion Boards in this class and email communications.

- **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person’s face?" If the answer is no, then rewrite. [I’m assuming here that you would not feel comfortable saying rude or harassing things to a person’s face. . .]

- **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident or might folks misinterpret your message?

- **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

- **Respect disagreement.** I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

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• **Share your knowledge.** As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!

• **Cite your sources.** When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for *everything* you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

• **Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and offer assistance. This is especially true in the Course Lounge discussion board.

**Discussion Board Specifics**

- All students must abide by the Netiquette outlined above in Discussion Boards.
- *New to Discussion Boards?* Get up to speed on OAKS Discussion Boards.
- As the instructor, I will facilitate the posts (questions) while the students are expected to initiate and maintain conversation.

The Discussion Board posts are meant to foster a sense of community in the class by respectfully responding to your fellow student’s questions, posting your own thoughts, showing your participation and engagement with the course material, and as a forum to ask course-specific questions in the Course Lounge.

**Participation:**

- There is no formal attendance requirement. However, you are expected to read the assigned chapters, take your own notes, and view the Zoom lectures for each week. You will need to complete this information before taking the weekly quiz.
- Participation opportunity points (POPS) will be offered on a “weekly basis, and are worth 10% of your grade. POPs are not optional – they are a required part of the course.

**Late work:**

- Late homework or 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, especially in light of the current COVID-19 pandemic.

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

- If classes are suspended or interrupted, faculty will announce to their students a detailed plan for a change in schedule 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:**

- SNAP students, disabled students, veterans, parents, commuters, nontraditional students, athletes, International, ESL, and all students with life circumstances that may warrant accommodations are encouraged to **discuss any concerns with the Instructor within the first 2 weeks of class**, or in a timely manner. I understand that we all have many important things going on in our lives in addition to this biology class. I aim to be friendly, approachable, and understanding. But I will challenge you, and hold you to high standards.

**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 Center for Student Learning 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).

- 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 843.953.5640, located at 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person at the 3rd Floor Stern Center). These services are there 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.

- Also, you can go to Student Affairs 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. Please also consider reaching out to Professor Spalding if you are comfortable in doing so.

Inclusion:

- The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.
  - 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.

- 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.
Assessment:
- Formative assessment quizzes are multiple-choice, individual, timed, randomized, approximately 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 and there will not be time to look up individual answers.
- Exams (summative assessment) will be composed of 50 random T/F and multiple choice exams emphasizing higher order cognition.
- Graded assignments will be submitted electronically to the OAKS drop box.

Grades calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Value (% of final course grade)</th>
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<tbody>
<tr>
<td>Quizzes (9 of 10); lowest score dropped</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative Final Exam (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Graded assignments - Selfies (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation Opportunity Points (10)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Grading scale:

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<tr>
<th>Grade</th>
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<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-63</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</table>

Participation Opportunity Points (POP):
- Embedded within the recording of the Weekly Updates or lectures will be Participation Opportunity Points (POPs) that pertain to learning within that module.
- Each POP is worth 1% of your final course grade.
- POPs show that you have watched the lecture, and provide opportunities for interaction and engagement with your fellow students and professor.
- Examples of POPs include posting on the Discussion Board, completing student surveys, creating an original biology joke based on course material, creating concept artwork, or answering a specific question relevant to the lecture.
- Each POP must be handed into the corresponding Dropbox within 1 week of assignment.
## Tentative Schedule for BIOL 102-01 and 102-02: Subject to Change

<table>
<thead>
<tr>
<th>Module</th>
<th>Lecture</th>
<th>Day</th>
<th>Theme</th>
<th>Topic</th>
<th>Read</th>
<th>Test</th>
<th>Assign</th>
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<tbody>
<tr>
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<td>1</td>
<td>24-Aug</td>
<td>Intro.</td>
<td>Syllabus review, Introduction</td>
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<td>POP 1</td>
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<td>26-Aug</td>
<td>Evolution</td>
<td>Natural Selection</td>
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<td>Quiz 1</td>
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<td>3</td>
<td>31-Aug</td>
<td>Evolution</td>
<td>Natural Selection</td>
<td>16</td>
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<td>POP 2</td>
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<td>2-Sep</td>
<td>Evolution</td>
<td>Processes of evolution</td>
<td>17</td>
<td>Quiz 2</td>
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<td>3</td>
<td>5</td>
<td>7-Sep</td>
<td>Evolution</td>
<td>Processes of evolution</td>
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<td>Selfie #1</td>
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<td>6</td>
<td>9-Sep</td>
<td>Evolution</td>
<td>EXAM 1</td>
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<td>EXAM 1</td>
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<tr>
<td>4</td>
<td>7</td>
<td>14-Sep</td>
<td>Biodiversity</td>
<td>Life's origin and early evolution</td>
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<td>8</td>
<td>16-Sep</td>
<td>Biodiversity</td>
<td>Viruses, bacteria, and archaea</td>
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<td>5</td>
<td>9</td>
<td>21-Sep</td>
<td>Biodiversity</td>
<td>The Protists</td>
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<td>11</td>
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<td>Fungi</td>
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<td>30-Sep</td>
<td>Biodiversity</td>
<td>EXAM 2</td>
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<tr>
<td>7</td>
<td>12</td>
<td>5-Oct</td>
<td>Plants</td>
<td>Plant: structure</td>
<td>25</td>
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<td>Plants</td>
<td>Plant: reproduction</td>
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<td>14</td>
<td>12-Oct</td>
<td>Plants</td>
<td>Plant: response</td>
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<td>Animal: structure</td>
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<td>16</td>
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<td>9-Nov</td>
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<td>16-Nov</td>
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<td>CUMULATIVE FINAL</td>
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### Important Dates:
* August 30 - Last day to Add/Drop a Class
* Oct 29 - Last day for students to withdraw with a grade of "W" from full semester classes.
* Dec 6 - Last day of classes

### Quizzes:
All quizzes will open on Friday at 5:00 am and close on Sunday at 11:59 pm (before midnight).

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