SCHEDULE CLASS TIMES:
BIOL 101-01 (11-11:50 am) and BIOL-101-04 (9-9:50 am) on M, W & F in RITA 103.

INSTRUCTOR: Richard Southgate, Ph.D. (he, him, his).

INSTRUCTOR: INFORMATION ABOUT YOUR INSTRUCTOR
I was born in Great Britain many moons ago, and at the age of seventeen, my family moved to Central Europe for 12 years, before arriving legally in the USA in late 1984. As a Post Doctorate (i.e., having earned a Ph.D.), I worked as a Molecular Biology researcher at Harvard University, Boston University School of Medicine, M.I.T., Lehigh University, and now at CofC (since 1999). Currently, due to my teaching load, I no longer contribute much to Dr. A. Southgate's CofC’s research interests on the origin of evolution of insect flight, at both the molecular and cellular levels from August to May at CofC. We have collaborated on this research theme since the early 1990s with published articles (some shown below). Starting in 2001, I began teaching at the College, apart an 18-month NIH research grant, between 2006 - 2007. Over the years at CofC, I have taught BIOL-111, 101, 102, 305L, 313, 313L, 322 (class and lab.), and 312L. In the late 1990s, my wife and I had the honor to become USA naturalized citizens.

A FEW PAST PUBLICATIONS:

E-MAIL: southgater@cofc.edu My promise to you is to reply to your e-mails as soon as possible up to 5 pm in the weekdays (but to 7 pm on Tuesdays and Thursdays, as my genetic lab. courses end at 5 pm, after which I must clean up the lab. and then I go home). Unless there is an emergency, I will not answer your questions after 5 pm on Friday to Monday early morning, as I (like you) need some time to relax for the next new week.

OFFICE HOURS: MONDAY, WEDNESDAY, and FRIDAY from 12:30 pm to ~1:30 pm in RITA 224, on the second floor. If there is a seminar on Mondays (12 noon to 1 pm) or a faculty meeting on Wednesdays, (12 noon to 1 pm on these days), the office Syllabus for CofC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.
hours will be extended to **1 pm to 2 pm** and these changes will be explained in the morning classes and on OAKS, if it happens. If these times are not good for your schedule, send me an e-mail to southgater@cofc.edu to set up an appointment for a face-to-face meeting in RITA 224 or a zoom meeting. **As my office is small, when you visit, I will use a mask due to Covid-19 concerns.** If available, there is a spacious room just behind my office, but it is used by many other professors as well, so we can try to use it. In this case, one or several students can attend at the same time. If you have a **serious emergency** over the weekend and you need to talk with me, send me an e-mail and we can set up a zoom if you wish, but understand this must be a serious situation.

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**MY TEACHING SCHEDULE IN THIS SEMESTER IS:**  
**MONDAY, WEDNESDAY, AND FRIDAY:** BIOL-101-01, 11 am to 11:50 am and BIOL-101-04, 9 am to 9:50 am in RITA 103, 2 classes per day, times 3 = 6 hours.  
**TUESDAY, BIOL-305L-02,** and **THURSDAY, BIOL-305L-04,** 2 pm to 5 pm Genetics lab. in RITA 169, 2 x 3 hours = 6 hours.

Therefore, I teach **12 hours per week this semester,** unless illness, weather issues, etc., **except for** the first and last weeks of the semester, Mon. Jan 16 (Martin Luther King Jr. holiday), and the Spring break (March 5 – March 2023). These 12 hours, however, **DO NOT** include extra time for grading (quizzes, exams, final, presentations), as well as lab. prep., clean-up, ordering materials, etc. so like you, I will have a TERRIBLY busy schedule this semester as well.

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**ISBN-10:** 1-305-96734-8, and **ISBN-13:** 978-1-305-96734-2. **RECOMMENDED.**

Check out the CoFC’s bookstore, Amazon, etc. to get the best options for you. It also depends on what **you** want to do with this textbook for both BIOL-101 and BIOL-102. If you do not see any use for this book after this course, rent it, but if it helps you in your future career or is simply curiosity, keep it as it is a great reference book, but money is obviously a large part of your decision, but I will use Version 10 this semester. You can also try to work in teams of two or more students, rather than just one, to share the book, which can further lower the price, **but only if you study together with others very frequently,** as working together can have many advantages to get good grades because more brains are better than just one. Just, a suggestion, and we can talk about this in the class as well.

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**COURSE WEBSITE INFORMATION** will be found on: My Portal in OAKS, CONTENTS: that will contain all the chapter PDFs, videos, notes, review guide etc.

The PPT classroom slides will be converted into PDFs (due to size issues) and will be available on OAKS shortly after 12 noon on M, W, and Fs, but the class notes and/or chapter PDF student guides will be posted **BEFORE** the class on OAKS. **EXTRA HELPER SLIDES** (tagged with slides with a large red) will **NOT be presented** in the classroom, **except for the first demonstration,** and all the PDFs will be available on OAKS until the end of the semester. If you are interested in a particular “extra helper slide,” let me know a day before the next class, so we can discuss it in the classroom.

**You are, therefore, responsible FOR ALL** of the information presented in OAKS for the questions in the quizzes, exams, the final exam, and poll everywhere questions, presentations,

Syllabus for CoFC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.
review materials, science news articles, etc. in the classroom.

The material/facts in the “extra slides” will NOT be used for the quizzes/exams/FINAL questions, etc., but they can help you to better understand a particular topic in question.

(You do not need to use MindTap which comes with some of the bookstore packages in my BIOL-101 classes in Spring 2023, but that is your decision. Also, you can also find an older textbook edition that will suffice for this course, if you wish, although edition 10 is clearly the best as some older versions can be even more expensive than version 10. I cannot say the same for your BIOL 102 course or the 101 labs., so please look around). Most of the professors teaching BIOL-101 now and in the past seem to have not used MindTap, so please explore as it is our decision. If you feel MindTap is best for you, use it and I have been told it is cheaper buying it directly from Centage (~$100) than the bookshop, Amazon etc., and it also covers all the material about BIOL-102, as well as many great videos etc.).

INFORMATIN AND ANNOUNCEMENTS. You will see OAKS, and announcements on the cross-listed BIOL 101-01 and BIOL-101-04 homepages (that are identical in both courses, so only one copy). Look for OAKS, and Contents plus upcoming scheduled assignments, quizzes, exams et al. as well as any tips for studying the material efficiently and navigating the content, and the modules listed in the Table of Contents.

READ THE SYLLABUS: The OAKS syllabus is the foundation of all the course’s information, and you need to read it and re-read it often throughout the semester to foresee correctly how to take part effectively. You need to check the syllabus frequently to answer any questions, see latest updates, and any syllabus mistakes or modifications (yep, it happens even in the best courses) throughout the semester, and please e-mail me if you see a mistake. To promote comprehension of the syllabus, there will be an OAKS quiz on Jan. 20, 2023, as an OPTIONAL, ten easy questions, 20-extra-point OAKS online quiz about the detailed syllabus contents (that was created by another professor) will be opened at 8 am and closed at 10 pm on the same day. If you do nothing, you will have no extra points, so try it, as it will gently force you to study the syllabus, and hopefully, you begin to see the reason and scope of the BIO-101 class. Read the syllabus, at least once, and you can earn up to free 20 pts, but it does require you to take some time to study the syllabus to be successful in this class.

Honor Code: Please read the CofC Honor Code (see Appendix below) and take it very seriously, as it is federal crime. If you are found guilty of cheating in the worst cases (granted rarely), this student will have no important jobs for two or plus years (decided by the Honor Board, not you). It is entirely up to you, but the negatives, if you decide on this path, are very severe, and one could say essentially permanent, so in my opinion, it is simply not worth taking the risk, especially if you wish to work in medicine, research, etc. It is clearly not fair at all for most students at the College who do not cheat because those few bad “apple” students are also cheating you as well. The College uses the Honor Code to enforce respectful honest responsible student behavior according to established institutional policies, so do not make the mistake of ignoring them at your own risk. See further below for more information.

HOW TO TAKE THIS COURSE (credit & thanks to the memory of, Dr. Conseula Francis)

Syllabus for CofC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.
Any course, in any given semester, is a journey, often to a place you have not been before. You may be super excited about the trip, and eager to explore the sites. Or maybe you are here because you were told to take this course. Or maybe you are somewhere in between. Imagine, if you will, that we are all standing at the base of a mountain. We all must decide how we are going to climb it, and you alone can decide the manner of your exploration. (origin of this description is lost).

<table>
<thead>
<tr>
<th>Day Hiker</th>
<th>Backpacker</th>
<th>Trailblazer</th>
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</thead>
<tbody>
<tr>
<td>You’re sticking to the trail because you’re certain of where it goes. You want the basics - lists, order of processes, details to memorize. There is nothing wrong with this approach, especially if the material is new to you. A successful day hiker will take notes during class, read all related pages in the book after class, and review their notes at least twice a week. A day hiker may do well on quizzes, but they will have to dig a little deeper for exams to really understand the connections between all aspects of the material.</td>
<td>You’re ready to spend a few days on this mountain and you have supplies (already existing knowledge, interest, inclination) to help you. You have a grasp of the basics, and are ready to explore beyond them. Backpackers will hone their note-taking skills in class, read all related pages in the book both before and after class so they can ask questions about anything that is not clear, and really spend time digesting all of the information that is contained in the figures in the textbook. They might even drop in to the professor’s office hours from time to time, or send an email, with a question.</td>
<td>You are blazing your own way, finding new routes up the mountain and new connections between all aspects of the material, things others may not see. You are passionate about, and interested in, not only the what and the why, but also the how does this connect to other things in the bigger picture? Trailblazers often use different colors when taking notes, and read more in the book than is required, because they really want to understand the whole picture. They study the figures and try to draw them on their own for mastery. They ask questions and spend a lot of time with the material. For trailblazers, this course is part of the expedition to discover all that science has to offer.</td>
</tr>
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</table>

No matter which direction you choose, keep in mind that all voyagers need to do their best to **limit outside distractions.** Yes, life happens and can deflect us from the path, but by putting all of our devices away in the classroom and really focusing while we are learning in the classroom, we are giving our minds the rewards of both times, and your personal satisfaction

**LEARNING OUTCOMES:**

Upon completing this course, students will demonstrate basic knowledge and understanding of 101 Biology in each of the following content areas as covered in the classroom, as well as learning about your ability to demonstrate this newfound knowledge and applying it to real-life situations:

- The chemical and physical properties of life
- Cell form & function

Syllabus for CofC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.
● Energetics, metabolism, and photosynthesis
● The cell cycle
  ○ Mitosis and cell reproduction
  ○ Meiosis and sexual reproduction
● Mendelian genetics / patterns of inheritance
● Human Inheritance
● The molecular basis of inheritance
● DNA and protein production
● Regulation of gene expression
● Some aspects of biotechnology

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● Regulation of gene expression
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ADVICE FROM PREVIOUS STUDENTS WHO HAVE TAKEN BIOL-101:
• Study, come to class, take notes, and ASK QUESTIONS.
• Stay on top of the notes/lectures.
• Do not get behind. There is a lot of information to learn, so if you have problems, get help.
• Come to class. The PowerPoints are great for refreshing but are not good enough i.e., you need more.
  Pay attention to slides and the amount of time spent on one topic.
• Focus on Slides! and take notes on the slides. The slides by themselves are also not enough.
• Study every night.
• Do not take seventeen credit hours like me. Be sure you have plenty of time to devote.
• Be ready to learn and have fun.
• Need to study a lot.
• Review each lecture slide in depth and use the book only as a resource to supplement.
• Reading relevant figures/legends was helpful.
• Do the chapter reading assignments before class and stay on your game!
• Take good notes of the slides. Listen to the repeated subject matter.
• Read and reread not just during the exam weeks.
• Make sure to add notes from class to PowerPoint.
• Concentrate on big ideas.
• You get out of the class what you put into it.
• To continually review notes.
• NEVER miss a lecture!
• Keep up on studying notes and pay attention to all tables.
• Do not skip class.
• Go to class!!
• Focus on PowerPoints.

If requested in class, I can give my own personal learning techniques, granted a long time ago, but apart from the advances in technology, things have not really changed much.

**HOW TO DO WELL IN THIS CLASS:** The syllabus is designed to reinforce the primary learning objectives of the BIOL-101 courses in this semester, and your engagement with the weekly material posted on OAKS. You should expect to spend at least 6 hours per week engaging with the course material in additional to the classroom activities, i.e., 3 hours per week in class and six plus hours outside of the classroom or 2 hours after every class. Each week you will receive a study guide on the weekly topic. Our weekly quizzes/poll everywhere and interactive discussions will help you stay on schedule and keep a steady balanced pace of focused learning week by week through the entire semester. All the quizzes, poll everywhere questions, exams, the final exam, the presentations (to be shown below), reading assignments, and specific topics (again to be shown below) will all emphasize your weekly active engagement of the material in the classroom. You have to keep up with the schedule and stay actively engaged with the material each week, and if you start struggling with the material, you should see me or visit the Center for student learning to personal participation will be productive and further reinforce and strengthen your active learning skills. Therefore, if you stay engaged with the weekly material conscientiously, it is highly likely you will come to understand it thoroughly and will be empowered to think critically and synthetically (attributing to a subject something determined by observation rather than analysis of the nature of the subject, [https://www.merriam-webster.com/dictionary/synthetically](https://www.merriam-webster.com/dictionary/synthetically)) in a scientifically knowledgeable manner so that you can earn a good grade in the class.

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**SUGGESTED COURSE MATERIALS. CENTER FOR STUDENT LEARNING (Additional Resources Counseling Resources)**

I encourage you to utilize the Center for Student Learning (CSL) and its academic support services (a writing lab, and a career resource center are all available to CofC students and are staffed with trained professionals) for assistance with study strategies and course content. They offer tutoring, study skills appointments, and workshops that help students of all abilities become more successful throughout their academic career. **Services are available to you at no additional cost.** For more information, please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu), or call (843) 953-5635, or drop by their location on the first floor of the Addlestone Library, and you walk-in to a science tutoring lab. Students can use the walk-in lab during the scheduled times of operation which can be found at [http://csl.cofc.edu/labs/](http://csl.cofc.edu/labs/). Tutoring is available to all Biol 101/102/111/112/211 students, should they need additional help with specific course concepts.

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**STUDENT LEARNING OUTCOMES**

- Assess the methodology and perspective of science and its application to advancement of knowledge and problem solving.
- Evaluate the hierarchical nature of life, in both structure and function, from the atomic level to the biosphere.

*Syllabus for CofC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.*
-Assess the structure and function of DNA, including the roles it plays in the inheritance of traits by individuals; in the process of speciation; and in the concept of common ancestry.
-Recognize human serious influences on the living world.

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COURSE OBJECTIVES: This course is meant to provide non-science majors with a general overview of living systems, with an emphasis on cellular and molecular concepts, including biochemistry, cell structure and function, respiration, photosynthesis, genetics, and molecular biology. The goal of the course is to provide a foundation for students to appreciate, understand and critically evaluate biological issues facing society.

PREREQUISITE:
BIOL 101 Laboratory – you MUST enroll in a lab section in addition to this lecture. This means if you drop the class or the lab, you will also lose the other option. Both or none.

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TESTING: QUIZZES: There will be either an online, poll everywhere or a classroom quiz per week, mainly on Mondays (but not on the week of Jan 16, 2023 - from last week’s classes, as True/False questions and three or four multiple choice questions, whereas BIOL-111/112 courses will generally have five potential multiple choice questions. There will be no quizzes in the first and the last week of the semester, nor the exam weeks, nor the Spring Break obviously. The quizzes will be worth ten points per quiz, as two points. Poll everywhere will be used frequently. Some quizzes may will be on OAKS over weekends that will require the LockDown Browser (Introduction video: https://youtu.be/KNuJkZekl88, and https://youtu.be/XuX8WoeAycs (for students).
My wish list is to have eleven to twelve quizzes in the semester that will allow you to drop one or two of your worst 10-point quiz, for a total of one hundred quiz points.

As mentioned above, there will be an OAKS quiz on F Jan. 20, 2023, as an OPTIONAL, 10-question, 20-extra-point OAKS online quiz about the detailed syllabus content (that was created by another professor) will be opened at 8 am and closed at 10 pm on this day. (See above in READ THE SYLLABUS (Repeat as Necessary) on page 3.

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EXAMS: There will be three exams in the classroom (RITA 103), of one hundred points EACH in this semester with multiple-choice, fill-in and true-false answers.
EXAM #1: Fri. Feb. 17, 2023,
EXAM #2: Fri. Mar 24, 2023,
EXAM #3: Fri. April 21, 2023.

These dates may be changed in the case of an emergency (ice / wind storms / flooding etc.), and in extreme situations, it could be online (weather or health issues), but I will do my best to keep the exams on these scheduled dates in the Syllabus, and if they have to be changed, this will be a democratic vote in the classroom.

Ideally, the exams should be ~33 % As, ~33 % Bs and ~33 % Cs, with rare Ds are an F.
Over a decade of statics at the College, about 25 % of BIOL-111 students have a D or F grade. OK, it is a far tougher class, so let us make it sure this will not be the same here.

All quizzes and exams (if online) will be administered through OAKS using the Respondus monitoring system with Webcam monitoring to encourage honesty (using iPads, Laptops, but Smartphones are, in my opinion, are too small for exams …) The exam will be in classroom.

Syllabus for CofC’s BIOL-101-01 and -04 courses, Spring 2023, in RITA 103.
RITA 103, and I will be in the room as well, so no need for webcam videos because you cannot use your notes, the textbook, the Internet, or get help from a friend on your smartphone when taking the quizzes, exams, and the final as this would be a major violation of the CofC’s Honor Code.

You can only make up an exam with a documented excuse ex: documented illness, interviews, sport event, a death in your family, home, or campus hostilities etc.), and in these situations, I will let you to have a make-up exam…. If you wake up late on the exam day in the 9 am class, This is NOT considered an excuse unless a student has medical causes. All SNAP students in this semester’s BIOL-101 class needs to contact me before the exam so I know your wishes. Exam one will also have some sample questions and answers on OAKS, as you can see from the testing style.

The exams are challenging and require you to know the detail and think analytically. Exam material is based primarily on lectures, the related sections in the text, your notes etc.

FINAL EXAM:

Spring 2023 Exam Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Exam Times</th>
<th>Friday April 28</th>
<th>Saturday April 29</th>
<th>Sunday April 30</th>
<th>Monday May 1</th>
<th>Tuesday May 2</th>
<th>Wednesday May 3</th>
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<tbody>
<tr>
<td>6:00am-10:00am</td>
<td>MWF 6:00am</td>
<td>Reading Period</td>
<td>Reading Period</td>
<td>MWF 7:30am</td>
<td>TR 9:23am</td>
<td>TR 8:00am</td>
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<tr>
<td></td>
<td>6:30am</td>
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<td></td>
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<td>9:55am</td>
<td>8:30am</td>
</tr>
<tr>
<td>10:30am-12:30pm</td>
<td>MWF 11:00am</td>
<td>Reading Period</td>
<td>Reading Period</td>
<td>MWF 10:00am</td>
<td>MWF 12:00pm</td>
<td>MWF 9:00am</td>
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<tr>
<td></td>
<td>11:30am</td>
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<td></td>
<td>10:30am</td>
<td>12:30pm</td>
<td>9:30am</td>
</tr>
<tr>
<td>1:00pm-3:00pm</td>
<td>MWF 1:00pm</td>
<td>TR 10:50am</td>
<td>Reading Period</td>
<td>TR 1:40pm</td>
<td>TR 12:15pm</td>
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<tr>
<td></td>
<td>1:30pm</td>
<td>11:20am</td>
<td></td>
<td>2:10pm</td>
<td>12:45pm</td>
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</tr>
<tr>
<td>3:30pm-5:30pm</td>
<td>MWF/MW 4:00pm</td>
<td>MWF 3:00pm</td>
<td>Reading Period</td>
<td>TR 3:05pm</td>
<td>TR 7:05am</td>
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<tr>
<td></td>
<td>3:30pm</td>
<td>3:30pm</td>
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<td>3:35pm</td>
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<tr>
<td></td>
<td>MW 3:25pm</td>
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<td></td>
<td>4:00pm</td>
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<tr>
<td>6:00pm-8:00pm</td>
<td>I</td>
<td>D</td>
<td>G</td>
<td>E</td>
<td>H</td>
<td>F</td>
</tr>
<tr>
<td>8:30pm-10:30pm</td>
<td>J</td>
<td>A</td>
<td>B</td>
<td>C</td>
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</table>

Unfortunately, the Final exam for the 11 am class will be on the first exam day, and the 9 am class will be on the last Final day. This means I will (my first time at the College) have two reviews in the same semester on Thursday April 28, Reading Day and a second rereview on probably Sat. or Sun April 29 / 30 (and we will have a democratic vote in the classroom to decide the best day and suggested time for the majority of this class student’s wishes.

GROUP STUDENT POWER POINT PRESENTATIONS.
The idea is to have max. 7 groups of five students and 1 or 2 groups with six students as the two classes have thirty-six and potentially 37 (11 am class) students each. You need to work with your partners.
and choose one of the seven topics:

1) The impacts of climate change,
2) Vaccines and Covid-19,
3) Coral bleaching,
4) Cancer treatments,
5) Pollutions,
6. Plastics,

We will talk in the classroom to one. Set up your groups i.e., the names of 5 or 6 students and two. The group must decide on the group’s topic, so one topic per group, by Wed. Feb. 15, 2023, in the classroom AND on OAKS, Assignments. There may be competition choosing your group’s topic. Your team needs to prepare your work of art as a zoom presentation that requires your team to create a scientific like article and organizing all the relevant information for the team’s presentation. The presentations will take place every Wed., starting on Feb. 22, 2023, and then after Spring Break.

- #1. Feb 22, 2022
- #2. Mar 15, 2023,
- #3. Mar 22, 2023,
- #4. Mar 29, 2023,
- #5. April 5, 2023,

On your team’s presentation day, you can either all stand before the class, and each team member will talk for ~2 minutes (or ~2 minutes each team members recorded with the zoom presentation) or if you are petrified of having to talk publicly, the team can decide to simply set-up the zoom presentation with the classroom’s computer and listen the presentation. After your short presentation, however, the team must answer any questions from the classroom audience. Individual team members may not want to talk, but this is a fantastic opportunity to conquer your fears as it will be far better for the first time in the BIOL-101 classroom set-up rather than later, which could be more awkward. Using Poll Everywhere, each other groups will grade the current presentation ANONYMOUSLY, so the presenter group will not know the other group members’ names. This is to foster a true “criticism” of these presentations. If all the grading groups give the maximum grades (based on a grading rubric) for every presentation, you will force me to grade these presentations myself. The presentations will be worth 50 pts. and must be completed in ~10 minutes, so organization is especially important, plus max. 5 minutes for any questions, so 15 mins. max.

A rubric, which is an evaluation tool outlining the learning objectives or standards, while providing a consistent set of criteria on which to measure the learning for example: see next page.

There is another 50 pts for similar but smaller, five extra Power Point presentations, using the same seven groups, covering specific topics that you can select from the list below. Each PPT or even better Voice Threads (allowing oral context as well) should be ~5 slides with a cap of 10 slides per topic max. so a simple summary of the topic in question. The five topics from each team will be posted on OAKS, ASSIGNMENTS, and I will use the same rubric to grade your voice thread. The list of specific topics is:
Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023

ARE WE ALONE?  EUGENICS + HISTORY  OTHER SCIENCE MISINFO.
ARSENIC & LIFE  EVOLUTION  PALEONTOLOGY
BIODIVERSITY  FUNGI  PRO- & EUKARYOTES
BLACK PLAGUES  HENRIETTA LACKS  PROTEIN RECEPTORS
BOTANY  HOMOSTASIS  RIBOSOMES + NUCLEOLUS
CANCER  LACTOSE PERSISTENCE  ROSALIND FRANKLIN
CELL MEMBRANE  LIFE IN ACID  TARDIGRades
CELL SIGNALING PATHWAYS  MESELSON & STAHL  TAXONOMY
CHLOROPLASTS  METHANOL & ETHANOL Δs  THE DEAD SEA
DNA AND RNA  MICROSCOPY  THE DEAD VALLEY
EARLY LIFE  MITOCHONDRIA  TOXINS
ENDOSYMBIOSIS  NUCLEUS  VIROLOGY
EPIGENETICS  ORGANELLES
AND ANYTHING ELSE THAT PICS YOUR INTEREST, JUST GET MY OK (e-mail).

Posting deadline for the special group topics are:
MARCH 03, MARCH 17, MARCH 31, APRIL 14 and APRIL 26 on OAKS, Assignments, 11:59 pm.
In both the zoom / voice thread presentations, and the specific topics, I will post instructions how to create good presentations etc. on OAKS.

**BIOL-101-01 and BIOL-101-04 in Spring 2023**

<table>
<thead>
<tr>
<th>Syllabus quiz (extra-credit)</th>
<th>20 points,</th>
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<tbody>
<tr>
<td>Occasionally some extra-credit</td>
<td>to be determined (TBD)</td>
</tr>
<tr>
<td>QUIZZES:</td>
<td>100 points,</td>
</tr>
<tr>
<td>EXAMS:</td>
<td>300 points,</td>
</tr>
<tr>
<td>CUMULATIVE FINAL:</td>
<td>150 points,</td>
</tr>
<tr>
<td>PRESENTATIONS &amp; SPECIAL TOPICS:</td>
<td>100 points. Total: 650 points.</td>
</tr>
</tbody>
</table>

Your FINAL GRADE is determined as a percentage (%) of your collected correct points from the quizzes, exams, and the final for a max. 650 pts. for this course, so the rule is that an A = 604/650 pts or higher, and an A- is less than 585/650 pts, etc. I do, however, treat everyone equally, so if your grade is ~92.9%, I will push you into an A, but if you are 92.89% you will remain as an A-, etc.

<table>
<thead>
<tr>
<th>A = SUPERIOR,</th>
<th>B* = VERY GOOD,</th>
<th>B = GOOD,</th>
<th>C = ACCEPTABLE,</th>
<th>C* FAIR,</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>min. 604/650 pts.</td>
<td>C</td>
<td>73-76.90</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.90</td>
<td>min. 585/650 pts.</td>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.90</td>
<td>min. 566/650 pts.</td>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.90</td>
<td>min. 539/650 pts.</td>
<td>D</td>
<td>63-66.90</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.90</td>
<td>min. 520/650 pts.</td>
<td>D-</td>
<td>60-62.90</td>
</tr>
<tr>
<td>C+</td>
<td>77-80.90</td>
<td>min. 500/600 pts.</td>
<td>F</td>
<td>&lt; 59.90</td>
</tr>
</tbody>
</table>

**QUIZZES/EXAMS/FINAL.**

Cell phones should be TURNED OFF during the 8 (Q) or 50 (E) minute classes (mine will be on for any important College notices if necessary…..) and they should be put away in bags, backpacks, or purses during the exams and the final (NO CHEATING PLEASE) …..

The questions will come from all the course materials covered in the class questions, OAK PDFs, the textbook, extra information slides (X), assigned readings (posted on the syllabus), and from the integration of material from any homework assignments, quizzes, exams, and the final exam.

There are no make-up quizzes or exams without documentation. The final exam is handled by the Dean of Students, as I cannot grant you a make-up final exam.

**THIS IS A TENTATIVE SYLLABUS for BIOL-101-01 & -04 in SPRING 2023.**

All lecture PPTs will be posted after the class as PDFs etc. on OAKS.

**WEEK, TOPIC, TEXTBOOK READING, EXAMS + PRESENTATIONS & SPECIAL TOPICS**

1. **JAN W 11, F 13**
   INTRODUCTION, CHAPTER 1, WHAT’S LIFE
   Chapter 1.1-1.4

2. **JAN W 18, 7 20**
   MLK JR HOLIDAY
   LIFE, CONTINUED AND CHEMICAL BASIS OF LIFE,
   Chapter 2.1 – 2.3 + p. 33.

Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023
3. JAN M 23, W 25, F 27
   BIOCHEMICAL CHEMISTRY, WATER & CARBON
   MOLECULES OF LIFE, CHAPTER 3
   Chapter 2.5 – 2.5,
   Chapter 3.1, 1.5, 3.2 – 3.3

4. JAN M 30, FEB W 1, F 3
   MOLECULES OF LIFE, CONTINUED
   Chapter 3.4 – 3.5

5. FEB M 6, W 8, F 10
   CELLULAR STRUCTURE AND FUNCTION,
   INCLUDING CELL MEMBRANES ETC.
   PROKARYOTIC CELL STRUCTURES
   EUKARYOTIC CELL STRUCTURES
   CELL CONNECTIONS
   Chapter 4.1 - 4.4, 4.5 – 4.8
   Chapter 4.8 – 4.11

6. FEB M 13, W 15, F 17
   PRELUDE TO METABOLISM, DIFFUSION + OSMOSIS
   Chapter 5.1 – 5.5, p.94, 5.6 – 5.8
   EXAM 1, FRIDAY FEB 17, 2023. CHAPTERS 1 - 4

7. FEB M 20, W 22, F 24
   PHOTOSYNTHESIS
   FIRST 15 MIN. PRESENTATION #1, W FEB 22, 2023
   Chapter 6.1 – 6.4

8. FEB M 27, MAR W 1, F 3
   CELLULAR RESPIRATION, GLYCOLYSIS, CAC
   FIRST SPECIAL TOPIC, #1, F MARCH 3, 2023, due date: 11:59 pm.

SPRING BREAK, MAR SUN 6 – MAR SUN 13

10. MAR M 13, W 15, F 17
    RESPIRATION AND FERMENTATION PART 2.
    MITOSIS,
    SECOND 15 MIN. PRESENTATION #2, W MARCH 15, 2023
    SECOND SPECIAL TOPIC, #2, F MARCH 17, 2023, due date: 11:59 pm.
    Chapter 7 part 2
    Chapter 11, part 1

11. MAR M 20, W 22, F 24
    MITOSIS CONTIUED
    MEIOSIS,
    THIRD 15 MIN. PRESENTATION #3, W MARCH 22, 2023
    Chapter 11, part 2
    Chapter 12

    EXAM 2, FRIDAY MAR 24, 2023, CHAPTERS 5, 6, 7, 11, 12

12. MAR M 27, W 29, F 31
    MENDELIAN GENETICS
    BEYOND MENDEL
    Chapter 13

Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023
FOURTH 15 MIN. PRESENTATION #4, W MARCH 29, 2023
THIRD SPECIAL TOPIC, #3, F MARCH 31, 2023, due date: 11:59 pm.

13. APRIL M 3, W 5, F 7
   HUMAN INHERITANCE, CHROMOSOMAL ABNORMALITIES
   FIFTH 15 MIN. PRESENTATION #5, W APRIL 5, 2023

14. APRIL M 10, W 12, F 14
   DNA, AND GENE TO PROTEIN, TRANSCRIPTION AND TRANSLATION MUTATIONS
   SIXTH 15 MIN. PRESENTATION #6, W APRIL 12, 2023
   FOURTH SPECIAL TOPIC, #4, F APRIL 14, 2023, due date: 11:59 pm.

15. APRIL M 17, W 19, F 21
   GENE TO PROTEIN CONTINUES, GENE EXPRESSION AND METABOLIC CONTROL
   SEVENTH 15 MIN. PRESENTATION #6, W APRIL 19, 2023
   EXAM 3 FRI APRIL 21, 2023, CHAPTERS 13, 14, 8, 9, 10.

   BIOTECHNOLOGY TBD
   FIFTH SPECIAL TOPIC, #5, W APRIL 26, 2023, due date: 11:59 pm.

Please let me know if there is a major blunder in the current version, and as it is BIOL-101 is a tentative syllabus, let me know if you have any comments etc. Any decision will be based on a democratic vote in the classroom, unless it disrupts the whole syllabus, in which I will have the last decision, but please ask and talk, thanks.

Spring 2023 Academic Calendar - College of Charleston (cofc.edu) I am not showing all these dates in the Spring 2023 semester but below is a concise list of especially important dates to remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Jan 11</td>
<td>Spring full semester and Express I classes begin.</td>
</tr>
<tr>
<td>Mon. Jan 16</td>
<td>Martin Luther King, Jr. Holiday, observed. No classes. College closed.</td>
</tr>
<tr>
<td>Wed. Jan 18</td>
<td>Last day of Drop/Add for full semester classes.</td>
</tr>
<tr>
<td>Fri. Jan 27</td>
<td>Attendance Verification for Express I and Full Semester opens to faculty.</td>
</tr>
<tr>
<td>Sat. Jan 28</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, and performance courses only; virtual instruction on these days for all other courses). (SD*)</td>
</tr>
<tr>
<td>Sun. Jan 29</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, and performance courses only; virtual instruction on these days for all other courses). (SD*)</td>
</tr>
<tr>
<td>Fri. Feb 3</td>
<td>Attendance Verification for faculty closes at noon.</td>
</tr>
<tr>
<td>Sat. Feb 11</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, and performance courses only; virtual instruction on these days for all other courses). (SD*)</td>
</tr>
</tbody>
</table>

Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Feb 13</td>
<td>Last day for students to submit incomplete undergraduate coursework to faculty for any Fall 2022 session (Fall 60 Day Deadline). Change of grade form to be submitted by faculty.</td>
</tr>
<tr>
<td>Wed. Feb 15</td>
<td>Last day to submit a Graduate Application to Graduate in Spring 2023.</td>
</tr>
<tr>
<td>Mon. Feb 20</td>
<td>Undergraduate missing and incomplete grades for Fall 2022 convert to a grade of &quot;F&quot;.</td>
</tr>
<tr>
<td>Tue. Feb 28</td>
<td>Full semester Mid Term and Express I final grading open to faculty.</td>
</tr>
<tr>
<td>Fri. Mar 3</td>
<td>Full semester Mid Term and Express I final grades due by noon (EST).</td>
</tr>
<tr>
<td>Thu. Mar 16</td>
<td>Maymester and Summer Sessions registration begins for College of Charleston students.</td>
</tr>
<tr>
<td>Fri. Mar 24</td>
<td>Last day for students to withdraw with a status indicator of &quot;W&quot; from full semester classes. NOTE: Registration holds prevent students from being able to withdraw from a course in Banner Self-Service. Students should resolve their registration holds prior to this date if they wish to withdraw from a course.</td>
</tr>
<tr>
<td>Tue. Mar 28</td>
<td>Fall 2023 early registration begins based on earned hours. NOTE: Holds will prohibit students from being able to register. Students should settle holds with the office that placed the hold before their opportunity to register.</td>
</tr>
<tr>
<td>Fri. April 14</td>
<td>Spring 2023 Full semester and Express II Course-Instructor Evaluations open.</td>
</tr>
<tr>
<td>Wed. April 26</td>
<td>Last day of full semester classes. Classes that normally meet on Monday should meet on this date.</td>
</tr>
<tr>
<td>Thu. April 27</td>
<td>Reading Day</td>
</tr>
<tr>
<td>Friday, April 28</td>
<td>First day of full semester and Express II final exams.</td>
</tr>
<tr>
<td>Wed. May 3</td>
<td>Last day of full semester and Express II final exams. Spring 2023 Full semester and Express II Course-Instructor Evaluations close.</td>
</tr>
<tr>
<td>Mon. May 8</td>
<td>Full semester and Express II final grades due by 5 p.m. (EST). Faculty must submit a Change of Grade form for each student after the deadline. Graduate missing and incomplete grades for Fall 2022 convert to a grade of &quot;F&quot;.</td>
</tr>
<tr>
<td>Tue. May 9</td>
<td>Final grades for full semester classes available in MyPortal</td>
</tr>
<tr>
<td>Fri. May 12</td>
<td>Spring 2023 Commencement Ceremony</td>
</tr>
<tr>
<td>Sat. May 13</td>
<td>Spring 2023 Commencement (2 Ceremonies)</td>
</tr>
<tr>
<td>Tue. May 16</td>
<td>Degrees are scheduled to be posted on this date. Students should wait until after this date to order official transcripts if they want the degree to appear on the transcript.</td>
</tr>
<tr>
<td>Fri. July 7</td>
<td>Last day for students to submit incomplete undergraduate coursework to faculty for any Spring 2023 class (Spring 60 Day Deadline). Change of grade form to be submitted by faculty.</td>
</tr>
<tr>
<td>Fri. July 14</td>
<td>Undergraduate missing and incomplete grades for Spring 2023 sessions convert to a grade of &quot;F&quot;.</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

**ATTENDANCE.**

You are expected to come to every class unless you are sick or in case of an emergency. You are expected to do your share of the work. If you are sick, please send me an e-mail so that arrangements can be made. Accommodations will be granted in case of close contact to someone positive for COVID, quarantine, and of course if you are COVID positive. Let me know as soon as possible. Other serious medical emergencies or severe family issues are also qualified.

Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline ( ), the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed, except for cases where a student is absent because of quarantine or isolation due to COVID-19 and a few serious situations.

Your grade in this course depends on heavily on your involvement in the classroom. A lack of commitment is guaranteed to affect your grade. Attendance will not be taken for any classroom meetings, or even with online classes if Covid returns. I can say this, as indirectly, I will gather your involvement in my BIOL-101 classes via Poll everywhere attendance and/or the usually often Poll everywhere question, the quizzes, exam, your presentations, and seeing how often you visited the BIOL-101’s OAKS modules etc. Regular attendance in every new classroom is highly recommended, as you will learn information far easier than on the internet (that can also be wrong). and if you do not attend, and then get a really bad exam/quiz grade, do not blame me. The only way to survive in these classes is to be present, work hard, ask questions, and seek help early in the semester to help you, even after the significant help from the Center for Learning Services. Your fate is in your hands not mine. You are, therefore, expected to engage with the course regularly in OAKS. If you become ill or experience some sort of hardship that affects your ability to engage with the class, please let me ASAP, so I can try and help you. So, it is your responsibility to contact me immediately with any such issues.

●

ELECTRONIC DEVICES

You are encouraged to bring your laptop, iPad, or tablet to every class, but they can only be used for educational reasons. Breach of that trust will lead to you losing that right and for everyone in the classroom.

COURSE COLLEGE POLICIES

ACADEMIC INTEGRITY STATEMENT (3.12):

As members of the College of Charleston community, we affirm, embrace, and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation, and public mission. Congruent with these core values, the College of Charleston expects that every student and community member has a responsibility to uphold the standards of the honor code, as outlined in the Student Handbook. In pursuit of academic learning, you are expected to reference the work of other scholars, and complete your own academic work, while utilizing appropriate resources for assistance. Any acts of suspected academic dishonesty will be reported to the Office of the Dean of Students and addressed through the conduct process. Your adherence to these practices and expectations plays a vital role in fostering a campus culture that balances trust and the pursuit of knowledge while producing a solid foundation of academic excellence at the College of Charleston. Any questions regarding these expectations can be clarified by your instructor.

LAND AND LABOR ACKNOWLEDGEMENT

We are located on the traditional lands of the first people of Charleston: The Etiwan, Kiawah, Edisto Natchez Kusso, Santee, and Wassamassaw people (also known as Varner Town Indians). We acknowledge and honor all Indigenous people who lived, labored and were faithful stewards of the land. We express our deep gratitude for the land and continued faithful stewardship to the next generations.

We also acknowledge the lives and labor of the Africans who were enslaved to build Charleston, South Carolina. On this campus and in this space, African and African-descended people used skilled labor in ornamental ironwork, historic architecture, and low country agriculture and food production. As a member of the College of Charleston community, I acknowledge the Black lives and labor that built our city and our campus.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (3.11):

The Center for Disability Services/SNAP is committed to assisting qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please connect with the Center for Disability Services/SNAP. They will assist you in getting the resources you may need to participate fully in this class. You can contact the Center for Disability Services/SNAP office at
Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023

843.953.1431 or at snap@cofc.edu. You can find additional information and request academic accommodations at the Center for Disability Services/SNAP website.

OAKS including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be consistently posted.

INCLEMENT WEATHER, PANDEMIC OR SUBSTANTIAL INTERRUPTION OF INSTRUCTION (3.8). 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.

F2F courses when students are quarantined/isolated due to Covid-19
If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.

DIVERSITY AND INCLUSION IN THE CLASSROOM
I am committed to creating an inclusive and accessible classroom environment for all students. I view the diversity that students bring to this class as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, generational status, socioeconomic status, ethnicity, race, religious background, and immigration status. Any suggestions for promoting a positive and open environment will be appreciated and given sincere consideration.

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

INCLUSION

The Multicultural Student Programs and Services provides a safe haven for students to develop connections with other students. It exists to help students be successful, provide advocacy, support services, and culturally based programs that educate about diversity and multiculturalism and empower them to be agents of social change in an increasingly diverse and global community.

The College of Charleston offers many resources for LGBTQ+ students, faculty, and staff along with their allies. (Multicultural Student Programs and Services - College of Charleston (cofc.edu)).

Preferred Name and Pronoun Information
Preferred Name and Pronoun Information - College of Charleston (cofc.edu)
On Campus Gender Inclusive facilities
Gender Inclusive Facilities - College of Charleston (cofc.edu)
Campus Resources
Campus Resources - College of Charleston (cofc.edu)
College of Charleston Reporting Portals
College of Charleston Reporting Portals - College of Charleston (cofc.edu)
National Resources for Faculty & Staff
National Resources for Faculty and Staff - College of Charleston (cofc.edu)
GSEC Reports

Syllabus for CofC’s BIOL-101-01 and BIOL-101-04 classes in Spring 2023
In keeping with the College of Charleston’s core values of diversity, equity and inclusion, the Cougar Inclusion Team (CIT) provides education, information, and recommendations regarding support resources to members of the campus community who have experienced exclusion or bias. The CIT works to support members of our campus community who report concerns by listening, discussing resources, providing guidance on resolution options, conducting education, and collecting information about occurrences on our campus. A report to the CIT team helps us better understand our campus climate, informs our educational and infrastructure opportunities to address concerns that are shared, and fosters an environment where everyone feels welcome. More information about the CIT, including how to report an exclusion or bias incident can be found here: Purpose - College of Charleston (cofc.edu)

MENTAL & PHYSICAL WELLBEING
We take every student’s 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 CoC Counseling Center or 843.953.5640 3rd Floor of Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person 411 (4th Floor) Stern Center). Learn more about Students 4 Support on CoC’s Hub. 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 CoC 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 (SALT - Student Affairs Leadership Team). Also, you can go to Student Food and Housing Insecurity 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 (second 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 your professor if you are comfortable in doing so.

RELIGIOUS ACCOMMODATION FOR STUDENTS (4.6):
(Faculty/Administration Manual VIII.A.10).
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” regarding class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.
The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to accommodate individual religious practices. Examples of reasonable accommodations for student absences might include rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

**2022 – 2023 RELIGIOUS HOLIDAYS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 22, 2023</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
</tr>
<tr>
<td>February 27, 2023</td>
<td>Eastern Orthodox Beginning of Lent</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>March 7, 2023</td>
<td>Purim(^2)</td>
<td>Jewish</td>
</tr>
<tr>
<td>March 21, 2023</td>
<td>Naw-Rúz</td>
<td>Baha’i</td>
</tr>
<tr>
<td>March 23 – April 20, 2023</td>
<td>Ramadan</td>
<td>Muslim</td>
</tr>
<tr>
<td>April 6 – April 13, 2023</td>
<td>Passover(^2)</td>
<td>Jewish</td>
</tr>
<tr>
<td>April 7, 2023</td>
<td>Good Friday</td>
<td>Christian</td>
</tr>
<tr>
<td>April 14, 2023</td>
<td>Good Friday (Orthodox)(^3)</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>April 21, 2023</td>
<td>Ridván</td>
<td>Baha’i</td>
</tr>
<tr>
<td>April 21 – April 22, 2023</td>
<td>Eid al-Fitr</td>
<td>Muslim</td>
</tr>
</tbody>
</table>