BIOL 1409: Biology for Non-Science Majors II
Section 41400

Fall 2019
Eastfield College
STEM DIVISION

4 credit hours
Course runs 8/26/19-12/12/19
*Note: fully online course.

Prerequisites:
College level ready in Reading and Writing.

Instructor Information:
Brie Kathleen Day, M.S., A.B.D.
Professor, Biology
Email: BrieDay@dcccd.edu
YouTube Channel: Brie's BioWorld
Skype name: briedaydcccd

Office Hours:
M/W 3:00pm-4:00pm in C231/S306/prep-lab, Eastfield College
T/R 11:00am-12:30pm virtually via Skype

Welcome to BIOL 1409: Biology for Non-Science Majors II !!!!

It's a big world out there.....let's check it out!!
Course Description (from Eastfield College Catalog)
Biology 1409 is a 4 credit-hour general Biology course designed for the non-science major. Emphasis will be on current biological concepts pertaining to evolutionary and behavioral adaptations, biological diversity, ecology, and form and function of organisms. (3 Lec., 3 Lab.) (Coordinating Board Academic Approval Number 2601015103)

There will be a good amount of work in this course (the same as if it were a full-semester course), and you should only take this online version of the course if you have a basic understanding of taking an online course, basic computer and internet skills, and have regular access to a computer and high-speed internet. In the lectures, eTextbook, and interactive Modified MasteringBiology software, you will be introduced to a few of the many fascinating biological principles and applications online!

BIOL 1409 develops the following CORE objectives:

- **Critical Thinking** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Core Objective Development Statements:
BIOL 1409 develops Critical Thinking and Empirical and Quantitative Skills by requiring students to research, analyze and interpret data derived from an experimental setting and drawing a well-informed conclusion of the data through the application of sound biological concepts.

BIOL 1409 develops Teamwork and Communication by requiring students to effectively work in a small group on an assigned problem, exercise or course concept that will then be presented in a written, oral or visual format.
The project that will assess these Core Objectives will be a YouTube video on Transmission of a Disease-causing Pathogen.

**LECTURE Course Lecture Outcomes:**

1. Describe modern evolutionary synthesis, natural selection, Mendelian inheritance, micro and macroevolution, and speciation.
2. Describe phylogenetic relationships and classification schemes.
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
4. Describe basic animal physiology and homeostasis as maintained by organ systems.
5. Compare different sexual and asexual life cycles noting their adaptive advantages.
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.

**LAB Course Lecture Outcomes:**

1. Be able to apply scientific reasoning to investigate questions, and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
2. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
3. Communicate effectively the results of investigations.
4. Describe modern evolutionary synthesis, natural selection, Mendelian inheritance, micro and macroevolution, and speciation.
5. Describe phylogenetic relationships and classification schemes.
6. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
7. Describe basic animal physiology and homeostasis as maintained by organ systems.
8. Compare different sexual and asexual life cycles noting their adaptive advantages
9. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.

**Important Date:**
- Labor Day Holiday: 9/2
- Census Day: 9/9
- Term ends: 12/12

**Required Course Textbook & Materials**
- Daily access to high-speed internet
- Modified MasteringBiology for Audesirk Biology: Life on Earth with Physiology, 11e by Gerald Audesirk, Teresa Audesirk and Bruce Byers” online interactive software WITH the Audersirk eText (~$90 for software + eText), available in the campus bookstore.

**Note that you may purchase a hardcopy of the textbook if desired, or solely use the eText).**

- **Lab Kit $172.50** (I call this your “Lab-in-a-Box” kit!):
  You will need to purchase your kit directly from Carolina Biological Supply. Details for ordering the kit will be provided by the instructor via email and the welcome announcement prior to the start of the course.

**Instructions for Ordering your Lab Kit**
Here is the info on purchasing your Lab-in-a-Box kit (you MUST have one for the course).

Click on the link below to order a BIOL 1409 kit:
http://www.carolina.com/catalog/detail.jsp?prodId=581738

**Note: some lab activities in this course may require you to supplement with items from the grocery store, hardware store, or from around the house.
Anticipated Grading Table
At the end of the course, your final grade is computed on the basis of total points earned divided by total possible points possible for the semester. This value is then turned into a percentage, with grades being assigned as follows:

A=90.0%-100; B=80.0-89.9%; C=70.0-79.9%; D=60.0-69.9%; F=59.9% and below

I reserve the right to curve or not curve final grades at the end of the term. Discussion Board participation and general academic attitude/Netiquette may be taken into account in cases of students who are border-line between two grades. If you have any questions as to your grade at any point during the semester, contact the instructor, who also keeps an updated Excel file of grades. You are urged to keep all of your graded work in an organized file for the entire semester, in case grade disputes should arise. **At any point you can calculate your own grade by dividing the number of points you earned on all work up to that point, divided by the total points available up to that point, times 100%.** All Mastering assignment grades may be viewed in Mastering after their due date. Blackboard may take up to 24 hours to update Mastering scores in the gradebook. Turn-around time for hand-graded work is 1 week after the due date.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (non-cumulative) Online Assessments @ 100 pts. each</td>
<td>300</td>
<td>22.1</td>
</tr>
<tr>
<td>Comprehensive Final Online Assessment</td>
<td>150</td>
<td>11.0</td>
</tr>
<tr>
<td>24 online MasteringBiology chapter practice assignments @ 15 points each</td>
<td>360</td>
<td>26.5</td>
</tr>
<tr>
<td>6 Learning Unit Focus Assignments @ 10 points each</td>
<td>60</td>
<td>4.4</td>
</tr>
<tr>
<td>6 Learning Unit Lecture Discussion Board Posts @10 points each</td>
<td>60</td>
<td>4.4</td>
</tr>
<tr>
<td>6 Learning Unit Lab Discussion Board Posts @10 points each</td>
<td>60</td>
<td>4.4</td>
</tr>
<tr>
<td>Transmittable Disease Presentation (during Unit 4)</td>
<td>50</td>
<td>3.7</td>
</tr>
<tr>
<td>11 Lab Activities @ 20 points each</td>
<td>220</td>
<td>16.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,360</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Late Policy
Modified MasteringBiology Homework Assignments, Focus Assignments, and Extra Assignments are accepted late, but will be docked 20% per calendar day late. **End-of-Unit Assessments, the final YouTube project, and discussion posts are not accepted late.** Nothing is accepted late after the last day of the course. The instructor reserves the right to make exceptions in extenuating circumstances. Documentation may be required.

Writing Across the Curriculum
Writing is a part of all biological courses. You will have writing assignments determined by your instructors.

FERPA
FERPA protects educational records of a student from public disclosure without written permission of the student. Although many exceptions to the Act exist, the exceptions are very limited. The Department of Education enforces this Act. Visit the website below for more information: [https://www.eastfieldcollege.edu/pages/privacysecurity.aspx?DCCCD_College=EFC - ferpa](https://www.eastfieldcollege.edu/pages/privacysecurity.aspx?DCCCD_College=EFC - ferpa)

Institutional Policies and Services
Institutional policies relating to this course can be accessed from the following link: [https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx](https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx)
Course Syllabus – Academic Dishonesty

**Plagiarism**

*Everything you write in this course must be your own work.* If you put something in your work in this class that is not your own words and you do not give credit to the author (this includes not just putting someone else’s words down, but even just their idea(s)!), you have committed **PLAGIARISM**.

*A student caught plagiarizing or in any other way cheating in this course will receive a zero on the plagiarized/cheated work and a failing grade in the course, and may be referred to the College’s administration for further action.*

This includes plagiarizing from websites and other text documents, the professor’s lectures, the textbook, from classmates, etc. Doing so will result in a grade of zero on the plagiarized work and is ground for further disciplinary action, as committing plagiarism is a violation of the College’s code of conduct. For help in citing sources, try visiting [http://www.plagiarism.org/citing-sources/overview/](http://www.plagiarism.org/citing-sources/overview/)

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including but not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct publishes in the DCCCD Catalog. More information is available on the internet at [https://www1.dcccd.edu.cat0406/ss/code.cfm](https://www1.dcccd.edu.cat0406/ss/code.cfm).
Cheating on a Test/Assessment shall include:

a. Copying from another student’s test paper/online assessment.

b. Using test material not authorized by the person administering the test.

c. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

d. Collaborating with or seeking aid from another student during a test without permission from the test administrator.

e. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.

f. The unauthorized transporting or removal, in whole or part, of the contents of the unadministered test.

g. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.

h. Bribing another person to obtain an unadministered test or information about an unadministered test.

Plagiarism: Shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the acknowledged submission or incorporation of it in one’s own written work (i.e., taking someone else’s words or ideas and using them as your own). Plagiarism is academic dishonesty and plagiarized materials/assignments will receive a grade of zero and the student will be subjected to the disciplinary actions under academic dishonesty.

Collusion: Shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
Communicating in an online setting = Netiquette!!!

All students must adhere to proper “Netiquette”. It is expected that you will communicate issues and concerns in a professional manner by “Remind” or e-mailing the instructor if the issue is personal, or posting information in the “Q the Prof.” discussion thread if the information possibly relates to other students (do not post issues that are of a personal nature, such as personal grade questions, on the “Q the Prof.” forum; those should be e-mailed directly to me…I will remove such posts!).

In addition to a different role than you are accustomed to from an instructor, you may not visibly see any of your classmates every day in the course. Also, much of your contact with your classmates will be text-based either in discussion boards, chat, or e-mails.

Because of the anonymity of text based conversation and the inability to discern body language and nonverbal cues, it is imperative that all communication be professional and appropriate (this is called good “Netiquette”!) for a classroom setting within an institution of higher learning. Visit the Netiquette site to learn all about using proper “Netiquette”. There is a self.quiz at the end you can take to see how good your netiquette is! Failure to comply with these requirements will result in disciplinary action and potential dismissal from the class.

I also expect that all written work (including discussion board submissions) will be written professionally and will be proofread prior to submission (including grammar, spelling, punctuation, typos, etc.). Be extra careful about using acronyms and computer jargon, especially on the discussion board, as some people may not be familiar with those and could possibly take offense (I have seen this happen!). Do not write messages in all caps (this means you are yelling in the computer world!), crazy colors like hot pink, or overuse exclamation marks. Thank you for your cooperation and good Netiquette!
Course Syllabus: “Navigating the Course”

Content Buttons
Located to the left of your screen in your Blackboard course space are navigation content buttons. If you’re reading this, you’ve already clicked on one… the “Syllabus!” content button. In this section, you are able to access all the course syllabus components, course schedule, etc. Other content buttons will enable you to read instructor announcements (“Announcements!!”), access the learning units where you will find the actual course content - course lectures, assignments, lab activities, etc. (“Learning Units!!!”), submit Focus Assignments/Activities and link to the Modified MasteringBiology chapter practice homework assignments, link to the unit discussion forums on the BioChat Café Discussion Board, view your grades (“Gradebook!”), and search for help on specific technical aspects of the Blackboard site (“Help”).

Below is a description of the types of things you’ll find under the some of the content tool buttons:

Announcements
You should click the “Announcements!!” button to check for new announcements every time you login to the course. Any changes to course material, due dates, emergency school closures, mishaps, lab information, etc. will be posted here. Announcements will also be emailed to you. If you want to stay in the loop, you’d better read these regularly!

Learning Units
The main content area of the course is the “Learning Units!!!” button. This is where you will access the course learning units (and the lessons within each unit), which include lectures, focus assignments/activities (including links to assignments, assessments, and video clips, etc. in MasteringBiology), lab activities, etc. There are also links in each unit that will link you to the discussion board content area so you can participate in the discussion forums for the lessons in that unit. Follow the course schedule to keep track of when all components of that unit are due. After clicking on the link for the unit, you will see a series of links that contain the information you should master and complete for that unit.

Getting through each learning unit:
The course is divided into 7 Units. The seventh unit consists of the Final (online) Assessment, and Course Wrap-Up material. As you proceed
through the course, you should go through each folder and sub-folder within each learning unit.

**Course Syllabus – Online Lecture Stuff!**

Below are directions for specific lecture-associated areas within each unit:

**Lectures:**
In each lesson within each learning unit, you will click on first folder for that unit and study the lectures that are contained within. You may want to take notes as you go through the lectures. For lectures done with “talking-head/Powerpoint” synchronization via YouTube, you can pause, rewind, etc. so you don’t have to listen to the entire thing at once. These types of lectures are created using a special software that combines PowerPoint presentations/writing with instructor-led video (in other words, I'll be lecturing in your living room!). End-of-unit assessments are taken online in Modified MasteringBiology at the end of each learning unit. These assessments are non-cumulative, and may include any combination of multiple choice, true-false, short essay, and/or short-answer questions. The final assessment will also be online in Modified MasteringBiology and will be cumulative of the course. A number of graded assignments and discussion forums will take place within each unit throughout the course.

Students are responsible for all reading, lecture and written assignments/activities.
You also need to read the textbook chapters associated with the lectures, which are outlined in the course schedule. Our textbook is an eText that is located within the Modified MasteringBiology software. You may wish to also purchase a hard copy of the text if you prefer not to read on-screen. You are urged to go over lecture material with classmates in the Discussion Board, ask me questions in the “Q the Prof.!” discussion board forum for clarification, send me “Remind” texts or email, attend instructor virtual or face-to-face office hours, and participate in the online discussion board chats. Remember, I am always happy to help!

**Modified (“MyLab & Mastering”) MasteringBiology interactive software:**
After studying the lectures and textbook, you should click on the assignment link and complete all assignments under that link (this will link to assignments in Modified MasteringBiology). Follow the directions included with each assignment for submission. In this course we will extensively use
Pearson Publisher’s “Modified MasteringBiology” interactive software. You'll need to purchase the “MasteringBiology for for Audesirk Biology: Life on Earth with Physiology, 10e by Gerald Audesirk, Teresa Audesirk and Bruce Byers. MasteringBiology is a state-of-the-art interactive software that includes wonderful 3D animations, assessments, tutorials, study guides, etc., etc., etc. We will be using this software our assignments and assessments. You need to read the textbook chapters to do well in this course. Assessment questions are based on the textbook readings in addition to information presented in lectures. Be sure to save electronic copies of your written work, discussion posts, etc. you do in this class in case of Blackboard/MasteringBiology failure, grade contesting, or other technical glitches.

**Discussion Board Forums:**
Each learning unit has associated lecture and lab discussion board forums that deal with different topics and lab activities presented in the unit.

In EACH discussion forum, at least 2 of your total posts MUST BE AT LEAST 24 HOURS APART. In other words, you should not post all of your posts on the same day. The success of an online course is heavily dependent on the on-going discussions on the discussion board. You must be active in each discussion board form of a unit at least 3 times per learning unit. This includes one original post in response to the instructor’s post to you (worth 5 points), and at least 2 responses to classmates’ posts (worth 2.5 points each). This helps to ensure that the class stays lively (otherwise, people tend to all “discuss” on one day…. not surprisingly, the night before the deadline!...makes the course rather boring!). All discussion entries must involve critical thinking, good Netiquette, and academic maturity to get full credit (in other words, everyone is entitled to their opinions, but those opinions need to be backed up with evidence demonstrating a learning of the course material to receive credit).
You do not have to have completed all lectures/readings/lab activities by the date of your original submission, but need to have thought enough about the topic to submit a full, complete paragraph or more about the lecture and lab topics that will spark further discussion from classmates. Grading for Discussion Board participation is on a sliding scale. Lab discussion forums require you to post digital pictures of yourself with various components of the lab activities/experiments.
PLEASE FEEL FREE TO EXPRESS YOUR PERSONAL OPINIONS OF THE TOPICS on the discussion board. All viewpoints related to the subject material are welcome. However, personal attacks against classmates, and/or the professor, are not permitted, and any such
inappropriate attacks will be removed (without being given credit) and are cause for further disciplinary action. Profanity is also not permitted.

Also, especially when we get to controversial topics, please remember that while personal opinions are welcome, all entries must include critical, scientific thinking to get credit. Simply stating that you don’t accept a topic without analyzing it from a scientific perspective (as this is a science course) may not award you full or even partial points. I URGE you to really participate in the discussion board….this is how you (and everyone else) will get the most out of the course! While I encourage you to participate fully on the discussion board, please don’t “hog” the board by replying to every other person’s submission, especially with very short replies. This often discourages others from participating.

Assessments:
The final link within each learning unit is the assessment link. After you have mastered that unit’s material, you should click on the folder that links to the MasteringBiology End-of-unit Assessment for that unit and take it. Assessments may be multiple choice, True/False, fill-in the blank, essay, or a combination of these. Assessments are untimed, but leaving the assessment idle for too long may cause your internet to shut off or freeze and for you to consequently lose your answers. Again, you should always take assessments on a high-speed internet with excellent connections.

If a technical problem should arise while taking an assessment, you should immediately e-mail the instructor of the problem. If the instructor has not been e-mailed within 24 hours after the problem occurred in which no answers were recorded by Modified MasteringBiology, the grade on that assessment may be recorded as a zero.

There are no make-up assessments. After the unit deadline, you will not be able to take the assessment for credit (or access it), except in extenuating circumstances as decided by the instructor.

The number of questions on a unit assessment may vary, but the total point value of the unit assessments will not. You may take the assessment at any time during that unit, but once you decide to take the assessment, you cannot go back. Only one “re-set” for an assessment or assignment in the
course will be permitted, and is only granted in cases of technical glitches. Be sure not to leave your computer idle too long while taking an assessment, as that can cause Modified MasteringBiology to time out. Assessments are open note/book/website/etc., but require more than just your ability to look up answers. In the past, I have had students who didn’t study or read the assigned chapters, relying on being able to just look up answers. These students were quite disappointed to find that they actually needed to know the material!! Don’t fall into the same trap!!! To perform well on assessments, it is important you master the concepts of the material presented in that unit before you take the assessment.

The final assessment is cumulative of the course. See class schedule for date of final assessment posting and the last day of class. The final assessment will be placed into a separate learning unit (Unit 7).

Course Syllabus – Online Lab Activities Overview

Online labs??!
As you have no doubt figured out, you will be conducting a variety of lab activities (what has been dubbed "kitchen labs") at home. You will purchase your “Lab-in-a-Box” Lab Kit from Carolina Biological Supply, full of most of what you will need to complete the lab activities for this course. There are a few items you will need to pick up at the grocery store/home improvement store for some of the lab activities (or root through your cupboards to find) to round out your very own biology lab at home. Refer to the inventory list included with your kit to see what your kit should include.

In conducting your kitchen labs, you are required to take the same Personal Protective Equipment (PPE) safety precautions that would be required in a face-to-face lab….i.e., for any lab that is not computer-based, you are required to wear approved lab safety goggles, apron, and gloves. These are included with your kit. Additionally, long hair needs to be tied back, and you should not eat, drink, or chew gum while conducting a lab experiment. Never put anything from the lab kit in your mouth. Always wash hands thoroughly after completing your lab experiment. Never let children play with your lab kit. Where provided, each lab activity’s “Pre-Lab Lecture” YouTube video will explain safety precautions for that lab activity.

Remember, safety first!! 😊
Lab Activities and Lab Safety
Labs are fun and hands-on (albeit challenging) and will help you apply concepts you learn in lecture. They normally require a good deal of time, work and effort, and you will need to acquire some outside grocery-type items frequently. Your lab activity write-ups/submissions will be graded for overall accuracy, quality, and depth of answers, proof of conceptual understanding, completeness, neatness, and complying with submission instructions (including uploading digital photo(s) of yourself performing the activities when required). Follow along the course schedule for lab activity write-up submission due dates and times. Lab submissions are not accepted late, except in extenuating circumstances as decided by the instructor. All lab safety rules must be followed at all times while participating in online lab activities. Closed toed shoes must be worn at all times and lab gloves, lab coat, and lab goggles must be worn at all times during lab activities. Hair longer than mid-neck length must be tied back during lab activities. Violation of any lab safety rule may result in points deducted from that lab activity. You will be required for each lab activity to submit .jpg “selfie” photos of yourself in your PPE performing various lab procedures.

Drop me a quick email (brieday@dcccd.edu) letting me know you ordered the kit so I can keep track of where everyone is in the process. You must purchase the lab kit and successfully complete the labs to pass this course.

Course Syllabus: Technical Requirements

It is REQUIRED that you take this course using a HIGH-SPEED internet connection.

High-speed internet connections are available on college campuses and at public libraries and internet cafes. Dial-up modems or slow internet connections may shut off, and take too long to download and upload items, particularly video-rich content. You will best benefit from the web-based materials presented in this class by using Google Chrome or Firefox for either the Windows or Macintosh operating systems.

Additionally, you should set your display at 1024 x 768 24-bit true color (800 x 600 will be okay; however, it may require more scrolling horizontally.) This will afford you the opportunity to view the materials in a congruent fashion. Finally, you may need to download plugins to view some of the multimedia
materials. Links for downloading these are located in a separate folder under the “Syllabus!” content button.

If you have technical difficulties as you go through the semester…..let me know! If your question might apply to others in the class, post it on the “Q the Prof.!” forum on the BioChat Café Discussion Board! If I can’t answer it, I will find someone who can!

Course Syllabus – Summary of Steps for the 1st Few Days of Class:

Here’s a summary of what to do during the first week of the course:

Step 1: Read the Course Syllabus content and Schedule
To get started with the course, read all course syllabus and schedule material located in the “Syllabus!” section. Be sure to study the course syllabus and the course schedule well. Make sure you can comply with everything presented in the syllabus content area before continuing. I suggest printing out the syllabus and (most importantly) the course schedule and refer to them constantly during the course!! Don’t forget to sign-up for “Remind”!

Step 2: Check-in to the Course!!!
You must check-in to the course on the “Yo! I’m Here!” discussion board forum located in the “BioChat Café Discussion Board” content area, beginning anytime between the two days before the start of class and no later than three days after the first day of class. Students who have not checked-in on the “Yo! I’m Here!” discussion forum by the second day of class may be dropped from the course!

Step 3: Begin the course!
Beginning the first official day of class go to the “Learning Units” content tool button to the left of your screen to begin the course with the “START HERE! Orientation to Your Learning Units” folder and Unit 1 of the course material. You should go through all lesson folders and content links within each unit. Check the course schedule for due dates for the completion of each unit (all unit assignments, discussion posts, lab activities, and assessments are due by the completion date for that unit). Use the course schedule to keep yourself on track…but be sure to check the Announcements content area and your college email account regularly in case of any changes to the course
schedule! Also always check the Q. the Prof.! discussion forum….often your question may have already been asked by a classmate and answered by the prof. there!

Course Syllabus: “Summary of Instructor Expectations”

**Summary of Expectations**

- All e-mails to the instructor must include your name and course number in the subject line or may not get read. If you do not receive a response to your e-mail within 24-48 hours *during the business week*, re-submit your e-mail, ensuring this information is present in the subject line.

- It is your responsibility to ensure assignments are submitted correctly and on time. The instructor will not always notify students that did not submit assignments correctly.

- If a technical problem should arise while taking an assessment, you should immediately send a “Remind” text or e-mail the instructor about the problem. If the instructor has not been e-mailed within 24 hours after the problem occurred in which no answers were recorded by Modified MasteringBiology, the grade on that assessment will be recorded as a zero. Assessments and assignments may not be made-up. While I always do my best to promptly answer e-mails and “Q the Prof.” discussion board submissions, expect at least a 24-48 hour (weekday) turn-around time for responses due to the high volume of messages received. Also, please kindly remember that professors are human too, with families and lives outside of school. *I will not often be answering e-mails on weekends, at night, or on holidays.* Thank you for your patience and understanding!

- Everything you write in this course should be written in complete sentences and be of college-level quality, and must use proper Netiquette. See the late policy under the Syllabus Overview for late work.

- On the discussion board, all viewpoints related to subject material are welcome. However, personal attacks against classmates,
and/or the professor are not permitted, and any such inappropriate attacks will be removed and are cause for further disciplinary action. Profanity is also not permitted. Do not write in all caps or in weird colors/fonts. Use proper grammar, capitalization, and punctuation.

Attendance Requirements
I monitor frequencies of student logins and participation as a means of taking attendance. I may drop any student that fails to attend class regularly (i.e., logging in and participating at least 3 times spaced-out at least 24 hours between 2 posts, per unit forum on the discussion board). However, if you decide to no longer participate in the course, do not assume the instructor will drop you. It is your responsibility to drop yourself, otherwise you will be given the grade you deserve at the end of the course. If you do not check-in to the course via the “Yo! I’m Here!” discussion forum due date, you will be assumed to be a “no-show”.

Are you ready to take an online course?
Being that this is an online course, the information you gain is dependent upon the effort you put into it. I am making the assumption that you are ready and qualified to take an online course. **Do not make the mistake of thinking this course would be easier than the fully face-to-face version.** This is not the case. I advise making sure you have the time to devote to this course before continuing with it.

Successful online students are self-disciplined, self-directed, and take individual responsibility for their learning. For example, students who take responsibility for their own learning read their textbook chapters, study the learning units, read announcements posted within the announcements area, look for the answers to their questions rather than waiting to have someone answer them for them, visit websites when required (and even when not required!), complete and submit assignments per requirements for the assignment in a timely manner, and provide information in the discussion boards related to the topics under discussion.
Remember....I, and the rest of the Eastfield faculty and staff, are always here to help and encourage. So, sit back, relax, and have a great course! 😊

Good luck, and let’s get this bio-show on the road!

Note: The instructor reserves the right to modify the assignments/assessments and the course syllabus & schedule at any time.

Eastfield College
# BIOL 1409: Biology for Non-Science Majors II Fall 2019 41400

## Course Online Lecture Schedule

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Dates</th>
<th>eText Chapter(s)</th>
<th>Lecture/Book Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>8/26-8/29</td>
<td>N/A</td>
<td>Orientation/Syllabus</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td><strong>Principles of Evolution</strong></td>
</tr>
<tr>
<td></td>
<td>8/26-9/20</td>
<td>14</td>
<td><strong>How Populations Evolve</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td><strong>The Origin of the Species</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td><strong>The History of Life</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td><strong>Systematics</strong></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>9/21-10/4</td>
<td>18</td>
<td><strong>The Diversity of Prokaryotes &amp; Viruses</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td><strong>The Diversity of Protists</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td><strong>The Diversity of Plants</strong></td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>10/5-10/18</td>
<td>21</td>
<td><strong>The Diversity of Fungi</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td><strong>The Diversity of Invertebrates</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td><strong>The Diversity of Vertebrates</strong></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td>10/19-11/1</td>
<td>24</td>
<td>Homeostasis &amp; the Organization of the Animal Body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>Circulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>Respiration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>Nutrition &amp; Digestion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>The Urinary System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>Defense Against Disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>Chemical Control of the Animal Body...Endocrine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
<td>The Nervous System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>The Senses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
<td>Action &amp; Support: The Muscles &amp; Skeleton</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td>11/2-11/15</td>
<td></td>
<td>Population Growth &amp; Regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34</td>
<td>Community Interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35</td>
<td>Conserving Earth's Biodiversity</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td>11/16-12/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td>12/7-12/12</td>
<td>36</td>
<td>Final Assessment &amp; Course Wrap-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Assessment Due by 12/12 @ 11:59pm</td>
</tr>
</tbody>
</table>

*I reserve the right to make changes to this course schedule at any time.*

---

*Transmittable Disease You Tube Due 12/12*
<table>
<thead>
<tr>
<th>Unit #</th>
<th>Dates</th>
<th>Lab Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>8/26-8/29</td>
<td>Purchase Lab Kit</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>8/26-9/20</strong></td>
<td>Lab 1: Lab Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 2: Natural Selection: A Brine Shrimp Viability Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 3: MEGA!</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>9/21-10/4</strong></td>
<td>Lab 4: Diversity and Ubiquity of Microbes</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>10/5-10/18</strong></td>
<td>Lab 5: Exploring Biodiversity with Ants</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td><strong>10/19-11/1</strong></td>
<td>Lab 6: pH and Homeostatis</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td><strong>11/2-11/15</strong></td>
<td>Lab 7: Special Senses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 8: Musculoskeletal System</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td><strong>11/16-12/6</strong></td>
<td>Lab 9: Predator/Prey Interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 10: Quality of Surface Water: Physical and Chemical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 11: Oil Spill Bioremediation</td>
</tr>
</tbody>
</table>

*I reserve the right to make changes to this course schedule at any time.