



BIOL 1111 - Introductory Biology I Course Syllabus – Fall 2014

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COURSE NUMBER AND TITLE: BIOL 1111, Introductory Biology I (CRN 80689, 80690, 80691)

CREDIT HOURS: 3.0 semester credit hours

CATALOG DESCRIPTION: The biology sequence (BIOL 1111-1112) covers basic and biological chemistry, cellular organization and function, cell division, bioenergetics, and organ system physiology as well as Mendelian genetics, basic statistics, developmental biology, molecular genetics, biotechnology, ecology, and evolution. BIOL 1111 includes the basic and biological chemistry, cellular organization and function, cell division, bioenergetics, ecology and selected topics in organ/system physiology.

This sequence is designed for non-science majors. The biology sequence of BIOL 1107 and 1108 is the sequence advised for science majors and most medical majors. If you have questions about the appropriate sequence for your major, please ask your instructor.

COURSE PRE-REQUISITE: MATH 0099 or placement out of LS math

COURSE CO-REQUISITE: BIOL 1111L, Introductory Biology Laboratory I (1 semester credit hour) is no longer a co-requisite to BIOL 1111 lecture. The lab may be taken concurrently with the lecture, but it is not a requirement to take the lab at the same time with the lecture. BIOL 1111L may not be taken without taking BIOL 1111 previously or concurrently.

Note: If a student withdraws from BIOL 1111, the student must also withdraw from BIOL1111L. If a student withdraws from BIOL1111L, the student does not have to withdraw from BIOL 1111.

COMPUTER SKILL PREREQUISITES:

- Able to use the computer's operating system Microsoft Word™
- Able to access and send email
- Able to use a web browser and search engine
- Able to use a word processing program and spreadsheet program for assignments as needed
- Able to install software as required for accessing course materials, including browser plug-ins such as Adobe Flash player, Adobe PDF reader, etc.
 - Adobe Flash Player - <http://get.adobe.com/flashplayer/>
 - Adobe Reader - <http://get.adobe.com/reader/>
- Able to access Desire2Learn
 - Student training videos and print materials can be found at <http://www.clayton.edu/cid/d2studenttraining>
 - You can gain access to Desire2Learn by signing into the SWAN portal and selecting "GAVIEW" on the top right side. If you experience any difficulties with Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP.

IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS:

Student notebook computers will **not** be used **during** class. Outside of class, computers will be used to complete assignments, access the internet and class materials, and to communicate with the instructor.

COURSE OBJECTIVES:

- To understand the basic concepts of chemistry which are applicable to introductory biology.
- To understand the principles of evolution and the means by which evolution is studied.
- To describe the structure and explain the function of the cellular organelles.
- To describe the processes involved in cellular division.
- To understand general chemical and energetic processes that occur within most eukaryotic cells.
- To understand ecosystem structure and function.
- To understand how the scientific method was employed in acquiring biological information.

STUDENT LEARNING OUTCOMES:

General education outcomes:

- Communication: knowledge base. BIOL 1111 will provide knowledge base information necessary for communication of information concerning biological chemistry, cellular biology and ecology.

Knowledge Base

Description: Answers to quiz and test questions must convey knowledge of biology that is appropriate to the question.

Evidence: Samples of student work on tests.

Awareness of Recipient

Description: Communication of solutions to quiz and examination problems must be understandable to a trained biologist.

Evidence: Samples of student work on tests.

Organization

Description: Logical and organized thinking is required.

Evidence: Samples of student work on examinations.

Mechanics/Delivery

Description: Solutions to quiz and examination problems must be communicated using proper biological vocabulary.

Evidence: Samples of student work on examinations.

Style

Description: Given that most exam questions require a single word or phrase as a response, there is minimal evaluation of style, other than clarity of handwriting.

Evidence: Samples of student work on examinations.

- Critical thinking: all components (question/issue, method, evidence, conclusion). BIOL 1111 will require application of knowledge base information to understand biological relationships.

Question/Issue

Description: Given student unfamiliarity with biological concepts, the instructor in all introductory biology courses generally provides the question/ issue component. Students are encouraged to ask questions about biological concepts.

Evidence: None.

Method

Description: Given an instructor provided question, students are required to determine appropriate biological concepts to address the problem at hand.

Evidence: Samples of student work on examinations.

Evidence

Description: Non-quantitative critical thinking is evaluated through conceptual multiple-choice questions or short answer questions.

Evidence: Samples of student work on examinations.

Conclusion

Description: Conclusions that are biologically correct and reasonable are required.

Evidence: Samples of student work on examinations.

TEACHER EDUCATION STANDARDS:

Conceptual Framework:

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society.



The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:
<http://www.clayton.edu/teachered/standardsoutcomes>

INSTRUCTOR INFORMATION:

Mrs. Renee McFarlane (CRN 80689)

Office: NBS, Room 158

Phone: (678) 466-4790

Email: ReneeMcFarlane@clayton.edu

Internet: <http://faculty.clayton.edu/rmcfarla>

Office Hours: Monday and Wednesday 11:00 am – 12:30 pm, Virtual Office Hours (Tuesday, Thursday and Friday) 5:00 pm – 6:00 pm and by appointment only

Ms. Ann Showalter (CRN 80690 and 80691)

Office: NBS 161

Phone: (678) 466-4771

E-mail: AnnShowalter@clayton.edu

Homepage: <http://faculty.clayton.edu/ashowalter>

Office Hours: Mon 12:30-2:30pm, Tues & Thurs 2:45-4:45pm, and by appointment (please contact me at least 24h before you want to schedule an appointment)

CLASS MEETINGS:

CRN	Days	Times	Room	Instructor
80689	MW	2:10 pm – 3:25 pm	U267	McFarlane
80690	TR	11:15 am – 12:30 pm	B11	Showalter
80691	TR	5:00 pm - 6:15 pm	B14	Showalter

TEXTBOOK INFORMATION: Shuster, M., J. Vigna, G. Sinha, & M. Tontonoz. *Biology for a Changing World with Physiology*. WH Freeman and Scientific American 2014. ISBN: 978-1464151804

Chapters to be covered: 1-13

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

EVALUATION:

Item	Points
3 exams @ 100 points	300
Quizzes/Assignments	100
1 Cumulative Final Exam	100
Total	500

NOTE: There will be **NO** multiple-choice questions on any of the exams. Most questions will require simply a word or phrase as a response. If I cannot read your handwriting, the question will be marked wrong.

GRADING:

Your final grade will be determined as follows:

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Below 60%

TENTATIVE COURSE SCHEDULE*:

Week of	Topic	Chapters
Aug 18	Introduction Process of Science	1
Aug 25	Process of Science Chemistry and Molecules of Life	1 2
Sept 1	Chemistry and Molecules of Life Cell Structure and Function	2 3
Sept 8	Cell Structure and Function Nutrition, Metabolism, Enzymes	3 4
Sept 15	<u>Exam I (Chapters 1 – 3)</u> Nutrition, Metabolism, Enzymes	4
Sept 22	Energy and Photosynthesis	5
Sept 29	Dietary Energy and Cell Respiration	6
October 6	<u>Exam II (Chapters 4 – 6)</u> DNA Structure and Replication	7

Last Day to Drop w/o Academic Penalty: Friday, Oct 10		
Fall Break – No Classes		
October 13 and 14		
Oct 13	DNA Structure and Replication	7
	Cell Division and Mitosis	9
Oct 20	Cell Division and Mitosis	9
	Genes to Proteins	8
Oct 27	Genes to Proteins	8
	Mutations and Cancer	10
Nov 3	<u>Exam III (Chapters 6-9)</u> Mutations and Cancer	10
Nov 10	Single gene inheritance and Meiosis	11
Nov 17	Complex inheritance	12
Nov 24	Stem cells and Differentiation	13
Dec 1	Stem cells and Differentiation Review for Final Exam	13
Dec 8	<u>FINAL EXAM</u>	All above

***This lecture schedule is tentative and may change. Tests may be given the week before or the week after the week listed here--or during the week predicted. Specific test dates will be announced approximately one week in advance in class.**

Classroom regulations and policies:

Students must abide by policies in the [Clayton State University Student Handbook](#) and the [Basic Undergraduate Student Responsibilities](#).

Students must read **course policies** as stated below on first day of class.

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Policies

1. **No electronic devices, including computers, cellular telephones, instant messaging devices, etc.** without express permission from the instructor.
2. **No talking while the instructor or another student is talking.** Students repeatedly violating this policy will be asked to leave the classroom for being disruptive.
3. **Snacks and drink are allowed, within reason.** If you make a mess, you are responsible for cleaning it up.
4. **Visitors are not permitted without the instructor's permission.** Children are not allowed in the classroom at anytime.
5. **There are no make-up quizzes or assignments.**
6. **Exams (Tests) start at the beginning of class.** Students who are more than 10 minutes late will not be allowed to begin the exam. There are no make-up exams. Your lowest test grade may be replaced with your final exam grade, if the final exam grade is higher.
7. **Assignments** are due at the start of class on the due date listed in the schedule. Assignments may be turned in early. Late assignments are subject to a penalty of 10% for each day (24 hour period) that the assignment is late. The first "day" begins at the end of class on the due date listed (or for D2L Dropbox submissions, at the beginning of class on the due date listed).
8. **Attendance is expected.** You are responsible for obtaining any missed information from other students. This includes information concerning quiz dates, exam dates, due dates, etc. Students who do not attend regularly generally do not do well in the course. There are no "excused absences" in this class. Any quiz, exam, or assignment that was missed will receive a grade of zero.
9. **No form of academic dishonesty will be tolerated in this course.** The most common forms are cheating and plagiarism, but any type of activity that is considered dishonest by reasonable standards will constitute academic dishonesty. The minimum penalty is a grade of zero on the work involved. The maximum penalty is expulsion from the university. Be aware that students found in violation of the university's academic dishonesty code have lost scholarships, athletic

eligibility, and/or their U.S. student visa (if an international student). All forms of academic dishonesty will be reported to the Office of Student Affairs for investigation. Judicial procedures are described in the [Student Resource Handbook](#) (Procedures for Adjudicating Alleged Academic Conduct Infractions, beginning on page 16).

10. **No form of disruptive behavior will be tolerated in this class.** While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or is found to be repeatedly disruptive while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. A more detailed description of examples of disruptive behavior and appeal procedures is provided at <http://www.clayton.edu/portals/5/disruptiveclassroombehavior.pdf>.

Common examples of disruptive behavior include, but are not limited to:

- a. Monopolizing classroom discussions
- b. Failing to respect the rights of other students to express their viewpoints
- c. Talking when the instructors or other students are speaking
- d. Constant questions or interruptions which interfere with the instructor's presentation
- e. Overt inattentiveness (e.g. sleeping or surfing the internet)
- f. Creating excessive noise
- g. Entering the class late or leaving the class early
- h. Use of cell phones or pagers in class
- i. Inordinate or inappropriate demands for time or attention
- j. Poor personal hygiene (e.g. noticeably offensive body odor)
- k. Refusal to comply with faculty direction

Students exhibiting these types of behaviors can expect a warning from the instructor or dismissal for the lesson in which the behavior occurs. Failure to correct such behaviors can result in dismissal from the course.

More extreme examples of disruptive behavior include, but are not limited to:

- a. Use of profanity or pejorative language
- b. Intoxication
- c. Verbal abuse of instructor or other students (e.g. taunting, badgering, intimidation)
- d. Harassment of instructor or other students
- e. Threats to harm oneself or others
- f. Physical violence

Students exhibiting these more extreme examples of disruptive behavior may be dismissed from the lesson or the entire course.

Students dismissed from a lesson will leave the classroom immediately or may be subject to additional penalties. Dismissed students are responsible for any course material or assignments missed.

Students dismissed from a course have the right to appeal the dismissal to the department head responsible for the course. Appeals beyond the department head may also be pursued. If no appeal is made or the appeal is unsuccessful, the student will receive a grade of WF (withdrawal – failing)

regardless of the current grade in the course.

Conditions attributed to physical or psychological disabilities are not considered as a legitimate excuse for disruptive behavior.

The description of disruptive behavior and listings of examples of disruptive behavior are taken from the Web sites of James Madison University, the University of Delaware and Virginia Tech.

Changes or additions to this syllabus, including reading, exam schedule, grading, and course policies can be made at the discretion of the instructor at any time.

Last update: 8/16/2014
