

BIOLOGY 1203 INTRODUCTION BIOLOGY, SPRING 2020, CRN# 24110

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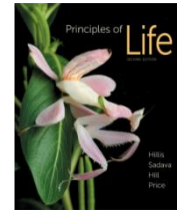
Office: Biology Building Room 214; Office Hours: By appointment

Course Objective

This course will provide you an overview of general biology and its applications in everyday life. It will cover general aspects of biology such as the chemical foundations of life, structure of macromolecules, cell structure and function, metabolic pathways, genetics and DNA biotechnology.

Textbook

Principles of Life by David Hillis, Craig Heller, David Sadava, Mary Price. [W. H. Freeman & Co. (2014)]



You can use either First, Second or Third Edition for this course

Course Content

The course content will be available via the UTEP Blackboard. You can access blackboard by the following instruction.

- Log onto my.utep.edu with your UTEP user name and password.
- Click on the “Blackboard” icon
- Click on “Introductory Biology (c) – BIOL-1203”
- After you get in the class site, you will see:

Home Page All the course materials will be available here

Syllabus A copy of the syllabus will be accessible from here

Assessments Place for you to take quizzes and exams

Discussion Place for you to participate weekly discussions

Mail If you have questions you can contact me via email. You can also contact your classmates by sending them email.

Tech Support List contact information to reach the UTEP technical support. If you have any difficulty with Blackboard, you should UTEP technical support. I am not capable of providing you with technical assistance.

My Grade You can access your grades from here

Course Schedule

Students are expected to complete the assigned activities (such as quizzes etc.) associated with the topics listed in the Course Schedule within the scheduled timeline. If students fail to submit any required work before the deadline they will receive a grade of zero (0) for that assignment with no exceptions. Start from the second week, you have to complete the assigned reading, and quiz.

Unit	Date	Topics	Assignments
1	01/21 – 01/24	Getting Ready for the Course	<ul style="list-style-type: none"> • WK #1 Discussion Topic
	01/27 – 01/31	Principles of life	<ul style="list-style-type: none"> • Reading: Ch1 • WK #2 Discussion Topic • Quiz 1
	02/03 – 02/07	Life's chemistry and the importance of water	<ul style="list-style-type: none"> • Reading: Ch2 • WK #3 Discussion Topic • Quiz 2
	02/10 – 02/14	<ul style="list-style-type: none"> • EXAM 1 will be available from 02/10 (Monday) to 02/13 (Thursday) • Unit Post Reflection is due on 02/13 (Thursday) 	
2	02/17 – 02/21	Macromolecules	<ul style="list-style-type: none"> • Reading: Ch3 • WK #5 Discussion Topic • Quiz 3
	02/24 – 02/28	Cell structure and membranes	<ul style="list-style-type: none"> • Reading: Ch4 • WK #6 Discussion Topic • Quiz 4
	03/02 – 03/06	<ul style="list-style-type: none"> • EXAM 2 will be available from 03/02 (Monday) to 03/05 (Thursday) • Unit Post Reflection is due on 03/05 (Thursday) 	
3	03/09 – 03/20	The Cell cycle and cell division Spring Break: 03/16 ~ 03/20	<ul style="list-style-type: none"> • Reading: Ch7 • WK #8 Discussion Topic • Quiz 5
	03/23 – 03/27	Inheritance, genes and chromosomes	<ul style="list-style-type: none"> • Reading: Ch8 • WK #10 Discussion Topic • Quiz 6
	03/30 – 04/03	<ul style="list-style-type: none"> • EXAM 3 will be available 03/30 (Monday) to 04/02 (Thursday) • Unit Post Reflection is due on 04/02 (Thursday) 	

Unit	Date	Topics	Assignments
4	04/06 – 04/10	Process of evolution	<ul style="list-style-type: none"> • Reading: Ch13 • WK #12 Discussion Topic • Quiz 7
	04/13 – 04/17	Reconstructing and using phylogenies	<ul style="list-style-type: none"> • Reading: Ch14 • WK #13 Discussion Topic • Quiz 8
	04/20 – 04/24	<ul style="list-style-type: none"> • EXAM 4 will be available from 04/20 (Monday) to 04/23 (Thursday) 	
	04/27 – 05/01	Speciation	<ul style="list-style-type: none"> • Reading: Ch16 • WK #15 Discussion Topic • Quiz 9
	05/04 – 05/07	<ul style="list-style-type: none"> • EXAM 5 will be available from 05/04 (Monday) to 05/07 (Thursday) • Unit Post Reflection is due on 05/07 (Thursday) 	

Online Exams (40%): There will be five exams during the semester. Each exam will have 50 multiple choices. Exams are only available during the scheduled time. If you fail to complete the exam before the deadline, 10 points/day will be deducted from your grade until the exam is closed. If you fail to complete the exam before the closing date, the exam will be closed and you will receive a grade of zero (0) for that exam. The exams are timed. You will have 65 minutes to complete and submit each exam after you start the exam. When taking the exam, you are allowed to use any class materials but you are not allowed to collaborate with any other individual, which is considered as cheating and will be referred to the Dean of Students Office for possible disciplinary action.

Online Quizzes (30%): Start from the second week, you have to take the Online quizzes at the end of each chapter. If you fail to complete the quiz before the deadline, the quiz will be closed and you will receive a grade of zero (0) for that quiz. When taking the quiz, you are allowed to use any class materials but you are not allowed to collaborate with any other individual, which is considered as cheating and will be referred to the Dean of Students Office for possible disciplinary action.


Missed Examination Policy: There are **no make-up exams**. A missed examination contributes zero percent toward to the student's final course grade. Since this is an online course, exams are delivered via a database. Once an exam has closed it will no longer be possible to retake the exam. **Do not use a wireless internet connection to complete assignments or take exams as these connections can be unreliable and can cause submission of your work before you've completed the work and nothing can be done.** However, if a student must miss an exam because of serious illness, he or she must contact Dr. Lin **24 HOURS BEFORE** the deadline of the test and the student will have **7 DAYS** to discuss the situation and provide verifiable medical notes to schedule a **PAPER MAKEUP EXAM**.

Post-Reflection (20%): There is one post-reflection for each unit to help each student construct meaning from the content learned, and apply the learnings to other contexts and settings. You need to complete a short essay (~500 words) to answer the following questions.

1. What did you learn from the unit?
2. What would you like to learn more about?
3. What are some ways you could share this learning with your friends or family?
4. What can you do with what you learn?

Grading Rubric for post-reflection

Rubric Detail

Criteria	Levels of Achievement		
	No Credit	Proficient	Excellent
Organization  Weight 100.00%	0 % Lacks development and self-reflection. Present the reflection in a poorly organized manner. Does not make a connection to future plans.	70 % Demonstrate a reflective analysis. Presents the reflection in a well-organized manner. Draw conclusions and makes a connection to future plans.	100 % Demonstrate a thorough self-reflective analysis. Presents the reflection in a compelling, high-organized manner. Draw conclusions and make connections to future plans.

Online Blackboard Discussion Topics (10%): There is one Discussion Board Topic each week. Discussion Board Topics give students the opportunity to strengthen their ability to communicate effectively in writing. Students should answer the question posted in the Discussion Board Topic and comment on responses made by other students. Students are expected to post contributions that are well thought out, well written, and that apply the principles of effective communication.

Here is what is expected of you: (1) Students are expected to log on and participate in weekly Discussion Board Topics at least twice a week. (2) Post your answer to the Discussion Board Topic before the deadlines. (3) Post at least one separate response to a classmate. If you fail to complete the blackboard discussion before the deadline, the discussion topic will be closed and you will receive a grade of zero (0) for that discussion topic.

Last minute posts that are inaccurate, sloppy, unorganized, and unclear help no one. If you find that a post is unclear or inaccurate, it is your role to ask your classmate for further clarification or to point out the inaccuracy. If someone replies to your post with a question, you owe him or her the courtesy of a response. You are also responsible for posting your answers and replies on time.

Grading Rubric for online discussion topics

Criteria	Levels of Achievement				
	Unsatisfactory	Satisfactory	Proficient	Supereme	Exemplary
Quantity, timeliness, and contribution Weight 100.00%	0.00 to 0.00 % Does not make an entry on discussion board, or Does not submit an entry of at least 60-words 0 points = absence	60.00 to 69.00 % Submits at least one 60 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice. 60-69 point = attendance	70.00 to 79.00 % Submits at least one 60 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice, and Submits at least ONE thoughtful peer response in the session, showing evidence of knowledge and understanding of course content and applicability to professional practice, and includes other resources that extend the learning of the community. 70-79 points = attendance + extra credit	80.00 to 89.00 % Submits at least one 60 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice, and Submits at least TWO thoughtful peer responses showing evidence of knowledge and understanding of course content and applicability to professional practice, and includes other resources that extend the learning of the community. 80-89 points = attendance + extra credit	90.00 to 100.00 % Submits at least one 60 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice, and Submits at least THREE thoughtful peer responses showing evidence of knowledge and understanding of course content and applicability to professional practice, and includes other resources that extend the learning of the community. 90-100 points = attendance + extra credit

Responding to Posts

It's called a discussion forum because people are actually supposed to discuss ideas! Clever, huh? That means it will only be useful if you respond to others, not just post your own messages. You will not get the best results or grades from this kind of communication if you don't react to your classmates.

To respond to a message, simply enter the appropriate forum, then click on the subject of a message. Read the message, and if you want to respond, scroll to the bottom and click "Reply." Type your message and "Submit." Here are more hints:

- **Don't agree with everything.** "Good idea!," "I agree," or "I think the same thing" are not worthwhile responses. They don't add to the conversation. If you do agree with the poster, then try to add another example or clarify the point more. It's OK to have a different opinion. On the other hand...
- **Don't disagree with everything.** You won't impress anyone by being critical of every posting that is made. Try to be generous in interpreting others. Ask clarifying questions if you are not sure you understand.
- **Search for balanced replies.** When you respond to others, try to include both positives and negatives about what they have said. Tell them what you like about their ideas or compliment their intentions. Then let them know what part of their response they should consider giving more thought or looking at again.
- **Replies should be useful.** A good reply will give everyone following along more to think about. If it is critical, the critique will be specific, clear, and point toward possible improvements. Often, asking more questions is the best sort of reply. A good reply will

encourage the poster to respond again. Hopefully, they will look forward to more interactions with you in the future.

- **Attack arguments, but don't attack people.** Don't get personal in a discussion forum. At the worst, be generous and assume that it is the person's idea that you don't like, not the person. Ad hominem attacks (against the person) will lose friends and participation points for you. So will racist, sexist, ageist, and other bigoted comments. So will profanity and obscenity. Let's stay civil!
- **If you encounter difficulties or the argument gets too hot, let your instructor know.** Your instructor will be checking the forum regularly, but may miss a critical posting. If someone posts something that upsets you, talk to your instructor about it. In some cases, your instructor might help clear up misunderstandings, or if necessary, delete an offensive message from the discourse.

Inappropriate Behavior

Some behaviors are inappropriate in a discussion group. This is especially true for academic groups. Remember that your professor is reading this discussion and act accordingly. Examples of inappropriate conducts are:

- Using abusive, disrespectful or foul language
- Using sexually suggestive language (either explicit or implicit) that could be perceived as offensive or harassing.
- Threatening others
- Insulting others or denigrating the opinions of others. It is quite normal to disagree, but do so respectfully and without personal attacks.
- Making personal attacks
 1. Posting in all capital letters, it looks like you are screaming
 2. Responding in anger – if you are angry take a ten minute break before responding
 3. Posting racist or hateful comments about ethnicity, gender, intelligence or income level
 4. Be very careful if you decide to use sarcasm – it can easily be misunderstood

Guidelines for Success:

1. Read the textbook actively before and after each lecture. Discuss what you are learning with friends and family. Expect to spend at least 3 hours/lecture studying for this class.
2. Access the following recommended websites:

- Khan Academy: www.khanacademy.org
 - Crash Course at Youtube: www.youtube.com/user/crashcourse (Hank Green - vlogbrothers) Select Biology.
 - Ted Talks: www.ted.com/talks
3. Working in Study Groups and tutoring are highly recommended.

Grading: Grading scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F is <60%.

Online Exams (5)	40%	Each exam is worth 8% of your final grade
Online Quizzes (9)	30%	Each quiz is worth 3.3% of your final grade
Post-Reflection (4)	20%	Each post reflection is worth 5% of your final grade
Blackboard Discussion Topics (10)	10%	Each quiz is worth 1% of your final grade

Absence/Drop/Incomplete Policy: It is your responsibility to complete the scheduled activities before the dead-line. If you cannot complete the assigned activities due to a serious illness or a legitimate excuse such as military personnel called to active duty or training, make arrangements with me before you leave. **April 3rd** is the last day students may drop with an automatic “W”. The College of Science will remain aligned with the University and not approve any drop requests after that date.

All grades of Incomplete must be accompanied by an Incomplete Contract that has been signed by the instructor of record, student, departmental chair, and the dean. Although UTEP will allow a maximum of one year to complete this contract, the College of Science requests it be limited to month based upon completion data. A grade of Incomplete is only used in extraordinary circumstances confined to a limited event such as a missed exam, project, or lab. If the student has missed a significant amount of work (e.g. multiple assignments or tasks), a grade of Incomplete is not appropriate or warranted.

Academic Integrity Policy: UTEP’s policies regarding academic integrity apply in this course. Information on this policy can be found at <http://academics.utep.edu/Default.aspx?tabid=23785>

Disability Statement: If a student has or suspects he/she has a disability and needs an accommodation, he/she should contact the Disabled Student Services Office (DSSO) at 7475148 or at dss@utep.edu or go to Room 106 Union East Building. The student is responsible for presenting to the instructor any DSS accommodation letters and instructions.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Adapted from University of Iowa College of Education