

# Principles of Biology: Organismic – Biology 262, Syllabus Fall 2009

**Lectures:** RU01 MWF 12:30–1:20 PM *or* RU02 1:30–2:20 PM, Pomponio Science Center 212

**Laboratories:** You will receive a BL 263 or a BL 263H syllabus in lab.

**Lecture Instructor (& Laboratory Coordinator):** Dr. Michael Ghedotti, Pomponio Science 225.

E-mail: [mghedott@regis.edu](mailto:mghedott@regis.edu) . Office hours: will be announced in class.

## Lecture Materials:

Textbook (*required*): Sadava, D. et al. 2006. *Life: The Science of Biology, Eighth Edition*.

Sinauer/Freeman: New York. (Used in BL 260 as well.)

Study Guide (optional): Dzialowski, E.M. et al. 2006. *Study Guide, Eighth Edition*. Sinauer/Freeman.

Reader (*required*): Palumbi, SR. 2001. *The Evolution Explosion*. Norton: New York.

**Course Internet Site:** <http://academic.regis.edu/mghedott/bl262/> (access to all lectures)

**Regis Bulletin Course Description:** Introduces students to the hypothesis testing and data analysis used in contemporary organismic biology. Develops student knowledge of the terms and concepts central to the areas of ecology, evolution and biodiversity. Highlights topics of social and ethical concern. NOTE: Designed for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical and other pre-health-science students. This course has been approved to satisfy the core Category II natural science with laboratory requirement when taken with BL 263 or BL 263H. Offered every Fall Semester. Corequisite(s): BL 263 or BL 263H.

**Course Learning Outcomes:** Students should be able to...

- generally explain how science differs from other ways of knowing.
- analyze primary data using statistical P-values to correctly test hypotheses in organismic biology.
- define the major terms used in evolutionary biology, ecology, and biodiversity.
- explain the major organizing concepts in evolutionary biology, ecology, and biodiversity.
- recognize the social and ethical relevance of content covered in conservation biology, climate change (carbon cycle), and the rapid evolution of organisms as a result of human activity.

## Grading:

5 Online Textbook Ch. Assignments (1% each; 1 lowest dropped)	4%
12 Online Quizzes, most due Sun. (1% each; 3 lowest dropped)	9%
In-Class Root Word & Science Quiz	2%
Examination 1	15%
<i>Comprehensive</i> Examination 2	20%
<i>Comprehensive</i> Examination 3	20%
<i>Comprehensive</i> Final Examination	30%
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Total (Final Course Grade)	100%

This course requires that students learn basic concepts and terms that will be needed for later courses or entry examinations for medical or graduate school. Therefore, grading is primarily based on outcomes as measured with in-class examinations and quizzes (87%) rather than upon any measure of perceived effort.

The percent grading scale for the course will be as follows. [The instructor reserves the right to add percentage points to exams or the final course grade if performance is below what I think is reasonable (i.e., “curve”).]

A = 100–92.50	B- = 82.49–79.50	D+ = 69.49–66.50
A- = 92.49–89.50	C+ = 79.49–76.50	D = 66.49–62.50
B+ = 89.49–86.50	C = 76.49–72.50	D- = 62.49–59.50
B = 86.49–82.50	C- = 72.49–69.50	F = <59.49

**Online Quizzes** are used to ensure that students study frequently, practice using their knowledge in a test-like format in preparation for exams, and reiterate important material. This includes one quiz covering the contents of the syllabus. The online quizzes must be completed by their Sunday (or Weds.) 8 pm Mountain Time deadlines. Students should use their books, notes, and other materials to complete these based **on individual effort**. Students may take each quiz up to three times. The grade recorded for each quiz is the highest grade of the attempts. The correct answers are *not* reported to students. The grades for the three lowest quizzes will be dropped, thus 9 of the 12 will constitute a student’s Online Quiz Grade to compensate for unforeseen circumstances such as computer malfunction. (This is in addition to the three opportunities to take each quiz.)

**Online Chapter Assignments** help students review the textbook and repeat exposure to some of the most important course material. Students should use their textbook to complete these based on individual effort. Students may complete each assignment up to three times. The grade recorded for each assignment is the highest grade of the attempts. The correct answers are *not* reported to students. The grade for the lowest assignment will be dropped, thus 4 of the 5 will constitute a student's Textbook Chapter Assignment Grade to compensate for unforeseen circumstances.

**The Root Word and Science In-Class Quiz** is designed to ensure that students learn the basic root words and science concepts early in the course. See inclusion in this syllabus.

**Examinations** are designed to assess if students have learned the course material as well as to encourage students to learn and synthesize the material covered previously in the course.

**Disability Statement:** If you have a documented disability that may require academic adjustments for this course, or you suspect that you may have a disability, please contact Joie Williams, Director of Disability Services (303.458.4941, or [mbwillia@regis.edu](mailto:mbwillia@regis.edu)). If possible, contact Disabilities Services (Coors Life Directions Center 118) at the beginning of the semester, if possible, so that you can receive accommodations for the complete semester since accommodations are not retroactive.

**Possible Grading Inaccuracies:** If you think that something was mistakenly graded as incorrect, please bring this to your instructor's attention. Wait at least one day (a "cooling off" period) and resubmit the test or outline to your instructor with a brief written explanation of why you think the grading was in error. No grading re-consideration requests will be accepted after the final exam.

**Putting Your Name on Assignments:** It is the student's responsibility to put her/his first and last name on every outline and examination. Turning in an assignment or examination without a name will result in a 0% grade for that assignment.

**Attendance:** Attendance at lectures is expected. The instructor will occasionally give pop quizzes worth a point of "extra credit" on the next exam to reward students in attendance and may take attendance. Exams or online quizzes may *NOT* be taken before or after their scheduled date.

**Cellular Phones & Text Messaging:** Turn phones off during the class period. If you have a special need to keep one on, you must obtain the instructor's permission. Give the class your full attention.

**Use of Laptop Computers in Class:** Studies have shown that students use of laptops to take notes in class correlates with poor grades for the students using them AND for other students able to see the screen. Therefore, students may NOT use laptop computers to take notes in class.

**Excused Absence:** Serious illness documented with a note from a health care provider (*not* a regularly scheduled appointment), a death in the family, jury duty, required appearance as a legal witness, and NCAA athletic/forensic competition are reasons for excused absences. Absences due to oversleeping, vacations, parties, hangovers, forgetfulness, arrest, or police detention for misconduct are unexcused absences. Whether any other absences are excused or unexcused is entirely at the discretion of the instructor. A final exam *missed for an excused absence* will be rescheduled. Other assignments or exams missed due to an excused absence will be averaged out of your grade after a completed *excused assignment form* with attached documentation has been turned in and verified. Missed online quizzes will be part of the three lowest dropped online quizzes. Online quizzes will only be averaged out of a student's grade if the student has been unable to access a computer and course materials for three weeks or more.

**Absence for Athletic/Forensic Competition:** Members of NCAA athletic teams or forensic team members who must miss an exam or deadline for competition, MUST: 1) Present the instructor with an official schedule provided by your coach (with the days to be missed identified) during the first 10 days of the semester, and 2) notify the instructor with a completed *excused assignment form* before the day that will be missed. If you do not follow this procedure any absence is unexcused.

**Missed Examination or In-Class Assignment:** If you miss, leave, or are removed from class for a reason that is not excused the score on the exam or assignment will be a zero (0) or will be composed of the grade for whatever portion of the examination or assignment was completed before your absence. There will be no opportunity to make up these missed exams or assignments.

**Late Assignments:** No assignments will be accepted late. Excused assignments will be averaged out.

**Withdrawal Deadline:** The Withdrawal Deadline for Regis College courses is Fri. Oct. 30, 2009.

**Parental Contact with the Instructor:** Students should bring any concerns to the instructor directly.

In some situations, it may be reasonable for the instructor to talk with parents. However, most students are legal adults and federal privacy law requires students to sign a waiver of privacy rights before an instructor can talk with a parent. See the F.A.Q. below for more detailed information.

**Inappropriate Academic Conduct:** In the unlikely event that cheating, plagiarism, or academic misconduct occurs, the consequences will be severe.

- Cheating on one short answer on an exam, communication with other students in any way about the exam during an exam, or use of electronic devices (other than Dept.-provided calculators) for **any** purpose during exams will **minimally** result in a 0% score on the assignment/quiz/exam AND the formal report of the infraction to the Dean's Office (which may result in separate institutional punishment).
- Any second offense of inappropriate academic conduct in the class of *any* type, vandalism, or large-scale cheating on a quiz or exam (as interpreted by the instructor) **will** result in immediate **failure of the course** (grade = F) AND the formal report of the infraction to the Dean's Office (which may result in separate institutional punishment).
- Whenever the instructor deems the nature, extent, or circumstances of any incident of inappropriate academic conduct serious enough to merit more severe punishment the student will **be given a grade of F in the course** AND the infraction will be reported to the Dean's Office.

**Schedule and Anticipated Lecture Topics:** The dates for exams and quizzes are fixed. However, the dates for lecture topics are estimates. Read the textbook pages indicated for each lecture.

**IMPORTANT NOTE:** Students in BL 263H, BL 263 RU01, and BL 263 RU02 have lab on *Tuesday*. Students in BL 263 RU03 have lab on *Wednesday*. Students in BL 263 RU04 and BL 263 RU05 have lab on *Thursday*.

### AUGUST/SEPTEMBER/OCTOBER

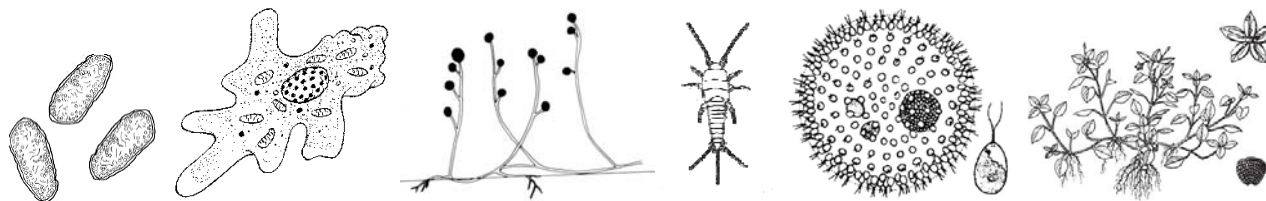
Monday	Tuesday	Wednesday	Thursday	Friday
<b>24</b> Introduction & Course Overview	<b>25</b> <b>LAB 1</b> Intro. & Science	<b>26</b> Science & Hypotheses 1: 2-3, 13-16+Lab1	<b>27</b> <b>LAB 1</b> Intro. & Science	<b>28</b> Population Ecology I 54: 1166-1173
<b>31</b> Population Ecology II 54: 1173-1075	<b>1</b> <u>ADD/DROP ENDS</u> <b>LAB 2</b> Plant Pop. Ecol.	<b>2</b> Population Ecology III 54: 1175-1181	<b>3</b> <b>LAB 2</b> Plant Pop. Ecol.	<b>4</b> Ch. 54 Assmt. & Quiz 1 Due Mon. by 8pm Pop. Ecol. IV 54: 1166-1183
<b>7</b> Ch. 54 Assmt. & Quiz 1 Due by 8pm <b>LABOR DAY</b> (no classes)	<b>8</b> <b>LAB 3</b> Community Ecol. I & Plant ID	<b>9</b> <b>In-Class Quiz</b> Community Ecology 55: 1184-1195	<b>10</b> <b>LAB 3</b> Community Ecol. I & Plant ID	<b>11</b> Ch. 55 Assmt. & Quiz Due Sun by 8pm Com. Ecology 55: 1195-1201
<b>14</b> Ecosystems 52:1112-1117 56: 1204-1206,'09-'16	<b>15</b> <b>LAB 4</b> Community Ecology II	<b>16</b> Ecosystems & Climate 52:1112-1117 56: 1204-1206,'09-'16	<b>17</b> <b>LAB 4</b> Com. Ecology II -Mass of the Holy Spirit 9:25am lab cut short	<b>18</b> Quiz Due Sun by 8pm Biogeo. & Cons. 52: 1132-1133 57: 1231-1235
<b>21</b> Microevolution I 22: 486-492	<b>22</b> <b>LAB 5</b> Pop. Genetics I	<b>23</b> <b>First Exam</b>	<b>24</b> <b>LAB 5</b> Pop. Genetics I	<b>25</b> Ch. 22 Assmt. & Quiz Due Sun by 8pm Microevolution II 22: 492-500
<b>28</b> Microevol. III Evolut. Explos.: 3-36 22: 501-406	<b>29</b> <b>LAB 6</b> Pop. Genetics II	<b>30</b> Microevolution IV Evolut. Explos.: 37-64	<b>1</b> <b>LAB 6</b> Pop. Genetics II	<b>2</b> Quiz Due Sun by 8pm No Classes <b>FALL FACULTY CONF.</b>

**IMPORTANT NOTE:** Students in BL 263H, BL 263 RU01, and BL 263 RU02 have class on *Tuesday*. Students in BL 263 RU03 have class on *Wednesday*. Students in BL 263 RU04 and BL 263 RU05 have class on *Thursday*.

### OCTOBER/NOVEMBER/DECEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
<b>5</b> Speciation 23: 508-515	<b>6</b> <b>LAB 7</b> Syst. Biology	<b>7</b> Macroevolution I 25: 542-547	<b>8</b> <b>LAB 7</b> Syst. Biology	<b>9</b> <i>Ch. 25 Assmt. &amp; Quiz Due Weds. By 8pm</i> Macroevolution II 25: 554-556
<b>12</b> <b>FALL</b>	<b>13</b> <b>BREAK</b> (no classes)	<b>14</b> <i>Ch. 25 Assmt. &amp; Quiz Due by 8pm</i> Bacterial Evolution <b>Evolut. Explos.:65-94</b>	<b>15</b> <b>NO LAB</b>	<b>16</b> <i>Quiz Due Sun by 8pm</i> Prokaryotes I 26: 560-569
<b>19</b> Prokaryotes II 26: 560-569	<b>20</b> <b>LAB 8</b> <b>Laboratory Examination</b>	<b>21</b> <b>Second Exam</b>	<b>22</b> <b>LAB 8</b> <b>Laboratory Examination</b>	<b>23</b> <i>Quiz Due Sun 8pm</i> Intro. to Eukarya I 27: 582-593
<b>26</b> Introduction to Eukarya II 27: 596-600, '02-'08	<b>27</b> <b>LAB 9</b> Diversity I: "Prokaryotes"	<b>28</b> Fungi 30: 650-658	<b>29</b> <b>LAB 9</b> Diversity I: "Prokaryotes"	<b>30</b> <i>Quiz Due Sun by 8pm</i> <b>WITHDRAWAL ENDS</b> Plantae I 27:593-'95, 28:610-'13
<b>2</b> Plantae II 28: 614-628 29: 630-634	<b>3</b> <b>LAB 10</b> Diversity II: Intro. to Eukarya	<b>4</b> Seeds 29: 634-637 <i>Evolut. Expl.:162-183</i>	<b>5</b> <b>LAB 10</b> Diversity II: Intro. to Eukarya	<b>6</b> <i>Ch. 28 Assmt. &amp; Quiz Due Sun by 8pm</i> Seeds 29: 638-648 38: 820-824
<b>9</b> Plant Tissues & Anatomy 34:744-753	<b>10</b> <b>LAB 11</b> Diversity III: Plants 3 Copies of Lab. Research Pap. Due	<b>11</b> <b>Third Exam</b>	<b>12</b> <b>LAB 11</b> Diversity III: Plants 3 Copies of Lab. Research Pap. Due	<b>13</b> <i>Quiz Due Sun by 8pm</i> Animalia I 31: 670-679; '82-'86
<b>16</b> Animalia II 32: 690-696; 698-701; 704-705	<b>17</b> <b>LAB 12</b> Diversity IV: Animals & Devel.	<b>18</b> Animalia III 32: 705-714	<b>19</b> <b>LAB 12</b> Diversity IV: Animals & Devel.	<b>20</b> <i>Quiz Due Sun by 8pm</i> Animalia IV 33: 716-725
<b>23</b> Animal Tissues 40: 857-860	<b>24</b> <b>NO LAB</b>	<b>25</b> NO CLASSES	<b>26</b> <b>THANKSGIVING</b> NO CLASSES	<b>27</b> NO CLASSES
<b>30</b> Human Glucose Physiology 41: 887	<b>1</b> <b>LAB 13</b> Diversity V: Animal Tiss./Anat.	<b>2</b> <i>Evolution Explosion Discussion</i> <i>Evolut. Expl.:184-254</i>	<b>3</b> <b>LAB 13</b> Diversity V: Animal Tiss./Anat.	<b>4</b> Final Thoughts <i>Evolut. Expl.:184-254</i>
<b>7</b> BL 262 (12:30 lec) <b>RU01 10:10am</b> BL 263 RU03 1:15pm	<b>8</b> BL 263 RU04 8:00am BL 263 RU01 10:10am BL 263 RU05 3:30pm BL 263 RU02 6:00pm	<b>9</b>	<b>10</b> BL 263H RU01 10:10am	<b>11</b> BL 262 (1:30pm lec) <b>RU02 10:10am</b>

***THIS SYLLABUS IS THE GOVERNING DOCUMENT FOR THIS COURSE. PLEASE READ THE SYLLABUS INCLUDING THE FREQUENTLY ASKED QUESTIONS (FAQ) AND THE EXAMINATION AND QUIZ RULES SECTIONS CAREFULLY.***



# Biology 262, Syllabus– Part II: Frequently Asked Question (FAQ)

Answers by Michael Ghedotti, BL 262 Instructor

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## General

**Question:** I'm taking this course *solely* to meet the natural science elective core requirement. Should I consider taking something else?

**Answer:** You should consider taking a different course. BL 262 and BL 263 together *are* designed to fulfill the natural science core requirement. BL 262 & 263 **ALSO** are designed to educate students who will pursue Biology or related fields such as Environmental Studies, Biochemistry, Neuroscience, Psychology, or health-care disciplines. BL 204/205, BL 208/209, and BL 216/217 are courses designed by the Biology Dept. *solely* to meet the Core Natural Science elective requirement. These courses emphasize less biological terminology and cover a more narrowed range of topics.

**Question:** Why do we have to learn so many terms? Can't you just emphasize concepts?

**Answer:** Biology 262 emphasizes a basic biological terminology and foundational concepts that are expected to be understood by someone pursuing a biology-related field. An introductory biology course like an introductory language course requires the acquisition of appropriate vocabulary. Concepts, like rules of grammar, are useless without vocabulary. Additionally, this course is a pre-requisite for entry into medical, dental, veterinary, physician assistant, and other graduate programs. Knowledge of the material in BL 262/263 (including terms) will be required for these programs.

## How to Study for BL 262

**Question:** I make note cards and study *a lot*. What else can I do?

**Answer:** In general, studying your notes and making note cards are good places TO START. Studying “a lot” can mean different things to different people. What may have been considered to be “a lot” in high school is often a relatively short amount of time in a collegiate setting. Below are a few specific studying suggestions.

- 1) **Learn general concepts and modify them with specifics.** You can learn everything as separate bits of information, or you can learn a general concept and modify it for specific cases (e.g., plant life cycles). Both work. However, the latter gives you a better understanding of material and is *much more efficient*.
- 2) **QUIZ YOURSELF OVER THE MATERIAL**. Students often convince themselves that they understand material and then sit down at the exam and perform poorly. Simulate a testing situation when studying and define lists of words, draw appropriate life cycles, complete study guide questions, complete review sheets, and answer likely questions from past year's exams. This simulates a testing situation and requires knowledge of the material that fits the way your knowledge will be assessed. Repeat the self-testing process many times.
- 3) **Use the provided online resources at the course website and the textbook study guide to prepare.** The instructor has indicated the material from the text, study guide, and website that are most pertinent.
- 4) **Study as the material is covered.** Do not do all your studying right before the exam. Study as the material is covered in class and review everything frequently, especially right before the exam.
- 5) **Read the textbook.** Sometimes students need to experience material in different ways to really learn it. You've *heard* it and *seen* it in lecture. In some cases you've *done* it in lab. Now *read* it.
- 6) **Study with other people.** Other people can quiz you over the material (see #2) and help you identify problems. **DO NOT** let this be your only method of study. Use it to supplement independent studying.
- 7) **Talk to the instructor.** When something seems difficult or confusing talk to the instructor.

**Question:** I studied **five hours** for the last exam and still didn't do well!? What am I doing wrong? It's completely absurd to ask that someone study more than that, isn't it?

**Answer:** This may have seemed like a large amount of time in certain high school settings. However, most students need to spend a significant amount of time studying (usually far more than five hours) to succeed in BL 262 or other collegiate science courses. It also is especially difficult to master material when it is allotted a single marathon study session right before the exam. Use some or all the strategies outlined above. Additionally, **DO NOT** count the hours you spend studying. Study until you know and understand the material. **Learning is not like baking a turkey.** It's not "done" after a specific amount of time. The time it will take varies from person to person. Your grade is based on comprehension of the material.

### **Missing Class (no quiz or examination scheduled)**

**Question:** I have an excuse such as a serious illness, a death in the family, jury duty, or participation in an official NCAA athletic event and I must miss class. What should I do?

**Answer:** If possible, mention it to the instructor sometime before you must be absent from class. You can use the Internet to view the lecture material and the syllabus will outline the textbook pages to be read. If you want you are welcome to meet with instructor to review material.

**Question:** I "have to" miss class for a reason that is not serious, was possible to schedule otherwise, or was the direct result of my misconduct (e.g., attending a party, an airline reservation, extracurricular activity, participation in an official NCAA athletic event *without* appropriately notifying the instructor, being arrested for misconduct). What should I do?

**Answer:** If the excuse is not serious or could have been scheduled otherwise, then missing class is equivalent to "skipping," which is not acceptable. However, there is no direct penalty for "skipping" a lecture in BL 262. As adults you can make your own decisions about class attendance responsibilities.

### **Missing Quizzes, Examinations, and Class Periods with Assignments Due**

**Question:** I have an excuse such as a serious illness, a death in the family, or participation in an official NCAA athletic event and I must miss a quiz, examination, or assignment due date. What should I do?

**Answer:** Discuss it with the instructor *as soon as reasonably possible* before (e.g., NCAA game, see syllabus for conditions) or after (e.g., medical emergency) the quiz or examination is given. I will require some form of "official" documentation and submission of an excused absence form. The quiz, examination, or assignment will be averaged out of your grade. A final exam would require arrangement of a make-up time.

**Question:** I "have to" miss an examination for a reason that is not serious, was possible to schedule otherwise, or was the direct result of my misconduct (e.g., attending a party, an airline reservation, extracurricular activity, participation in an official NCAA athletic event *without* appropriately notifying the instructor, being arrested for misconduct). What should I do?

**Answer:** Change your plans. If the excuse is unofficial, then you will receive a **0%** score for a quiz, exam, or assignment that is missed without a serious excuse. I **occasionally** *may* make exceptions and treat a less serious excuse (e.g., a family wedding) as excused if you discuss it with me well in advance, document its occurrence, and would be willing to have the assignment/examination averaged out of your grade.

### **Leaving in the Middle of a Class Period (No Examination)**

**Question:** I need to use the restroom during class. Should I ask to be excused? May I leave?

**Answer:** If it is the middle of a lecture, asking to leave is **MORE** of a disruption than leaving. If you really need to go to the bathroom, just go. **HOWEVER**, you should ask yourself how often your instructors leave class in the middle of a lecture to use the restroom. (The answer is *very rarely*.)

Your instructor uses the restroom before or after class and extends you the courtesy of remaining in the room during class. If possible you should extend the same courtesy to your instructor and classmates. If you have a “physiological emergency” (these do occur), quietly and quickly go. Do NOT waste time discussing your excretory physiology with the instructor in full view of the class.

**Question:** I “have to” leave class early to do something for an extra-curricular activity?

**Answer:** It is your right as an adult to get up and leave whenever you choose. Do keep in mind that it is rude and shows little respect to the instructor and your fellow students. It also suggests that you are having trouble with priorities. EXTRA-curricular activities are activities IN ADDITION TO your curricular activities. Consider sparing everyone the disturbance and do not attend class.

### **Effort & Extra Credit**

**Question:** I received a low grade but I spent a lot of time studying. Isn't this wrong? I tried my hardest and still got a bad grade. Trying my hardest should be enough to get a good grade.

**Answer: No.** The point of taking this course is comprehension of the material. Because of this, your grade is primarily based on assessment of your knowledge of the material (tests). Effort (usually) is a pre-requisite for performing well but outcomes are what are measured and how grades are assigned. *If you are spending a lot of time and energy and are not doing well*, try the suggestions above under “How to Study for BL 262” and *see the instructor*. You may be working very hard, but you also may be studying in an inefficient way that is making it difficult to learn the material. As a busy college student, *do not continue to waste large amounts of time studying in ways that are not effective*. Try new methods.

**Question:** I'm doing poorly in this class. Can I complete extra credit for a better grade?

**Answer: No.** The point of this course is comprehension of material and is assessed by exams. The material covered in this course is tested in major post-baccalaureate examinations (e.g., MCAT, GRE biology, DAT, OAT, PCAT) and is used in post graduate programs. These examinations do not have opportunities for extra credit or provide credit for trying hard. Allowing this kind of extra credit would be a DIS-service to students.

### **Parent or Guardian Wants to Talk to the Instructor**

**Question:** My mother/father is going to call you. Is that OK?

**Answer: Possibly.** My relationship as a collegiate-level instructor is with you, not with your parents, and no parental discussion will (or ever has) changed a student's grade in BL 262. Please bring any problems or concerns you have to me directly. In certain situations, it may be reasonable for me to discuss your course performance with your parents. Because of *federal* privacy laws I can discuss your grades and attendance with your parent/guardian **only** if you have signed a waiver that is on file in the Dean's office. I'll need to delay communicating with your parent/guardian until after I check your waiver status with the Dean's Office and verify their identity. As an adult, **I will not** discuss your course performance with your parents without informing you (preferably before), and **I will disclose the nature and content of any discussion with your parent to you**. If possible, please inform your parent of this before she/he contacts me.

**Comment:** My parents are angry about how you are teaching this course (or my grade). He/She will be calling.

**Response:** As far as I am concerned your parents are third parties in our collegiate educational endeavor who have not experienced my course as a student. If you have some concern about your performance, bring it to me directly. I'm sorry to hear that your parent is unhappy about your grade and I will suggest to them that the student himself/herself bears significant responsibility in this regard. I will refer them to the course website for information about the course and the resources available for students. I stand behind the pedagogical decisions I have made in designing this course (outlined in the syllabus) and a discussion with a parent will not change how grades are to be assigned.

## Academic Dishonesty

**Question:** I screwed up and cheated on the exam. You caught me and said you are going to give me an “F” in the class. Isn’t this too harsh?

**Answer: No.** As a Jesuit College it is recognized that having collective and individual responsibility for the ethical welfare of our peers exemplifies a commitment to the community. College is an adult environment with adult consequences. As far as I am concerned you have committed the worst academic offense that can be committed. This syllabus outlines an “F” grade in the course as reasonable penalty for cheating and this policy will be applied. I hope that this penalty will help you learn from your mistake, understand the seriousness of such misbehavior, and deter you from any future transgressions.

## Feeling Overwhelmed

**Question:** I’m feeling overwhelmed with all my course work or my personal life is becoming overwhelming. What should I do?

**Answer:** Talk to your academic advisor (your Freshman Writing Seminar instructor if you’re a 1<sup>st</sup> semester student) and possibly talk to someone at the Counseling Center in the Coors Life Directions Center. The counseling center can help you with workload management, stress management, test anxiety, personal life issues (difficult romantic or familial relationships), and any other issues that may be causing you difficulty.

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### Biology 262 – In-Class Quiz Part I

Name \_\_\_\_\_ Date \_\_\_\_\_

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**DEFINITIONS.**—For the following define them as accurately and concisely as possible based on the material covered in class.

1. Science:
  
  
  
  
  
  
  
  
  
  
2. Replication:
  
  
  
  
  
  
  
  
  
  
3. Negative Control:
  
  
  
  
  
  
  
  
  
  
4. Positive Control:

**SHORT ANSWER / FILL-IN THE BLANK.**—For the following define them as accurately and concisely as possible based on the material covered in class.

5. Briefly explain the two basic assumptions of science as presented in this class.

**Biology 262 – In-Class Quiz Part II – ORDER WILL BE SCRAMBLED**

Name \_\_\_\_\_

Date \_\_\_\_\_

For root word give the English language equivalent.

zo/zoa - animal

hepat - liver

gastr - stomach; belly

holo - whole; entire

homo - same; human

hetero - different

hypo - lesser

hyper - greater

fera - to bear; to carry

echino - spiny

ecto - outside

endo - inside

epi - surface

eu - true

erythro - red

derm / dermat - skin

di - two

cephalo - head

glyco - sugar

chlor - green

coel - space

chondr - cartilage

cyte - cell

bi - two; both

blast - cell; bud

a / an - no; not

tri - three

haplo - single

diplo - double

angio - vessel

antho - flower

hemo / hemato - blood

arthro - jointed

leuko / leuco - white

phyl - leaf

phora - to bear; to carry

penta - five

phyta / phyte - plant, plant-like

pro - before; in front of

pod / ped - foot

poly - many; more than one

platy - flat

ptero - wing; fin; frond

pseudo - false

inter - between

intra - within

karyo - nucleus; kernel

mega - big; large

meso - middle; in between

mero - around; encircling

micro - small

mono - one

myco - fungus

myo - muscle

osteo - bone

trans - across

rhodo - red

rhin - nose

lysis / lytic - to split, to break apart

dino - terrible; horrifying

triplo - triple

Biomedical Suffixes

-ectomy - to cut out

-emia - in the blood

-itis - inflammation of

-otomy - to cut

-rrhage - to burst forth

## Biology 262, Syllabus– Part III

### Examination, Quiz, & Laboratory Data Rules

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#### In-Class Portion of Examination and Quiz Rules

- All in-class examinations and quizzes are closed-note and closed-book activities.
- Note cards, “cheat” sheets, word lists, materials written on hands or arms, or other previously written material aids are explicitly forbidden.
- Hats with brims must be turned on your head in such a way that the brim does not cover or hang over your eyes. (i.e., Turn baseball caps backwards.)
- Cellular telephones and blackberries must be turned **off**. (This is true of lectures too.)
- No wearing or playing of portable music devices. (e.g., an MP3 player, iPod)
- **NO** use of ANY ELECTRONIC DEVICES *except* approved Department-provided calculators.
- No communication with other students about examination content in any way once the distribution of exams has commenced.
- Once you have seen the exam you may **NOT** leave the room to use the restroom or for any other reason until you are finished. (Unless there is a fire alarm or you have an unforeseeable, health-related or physiological emergency.)
- You **MAY** ask your instructor or other proctors if you have any questions for clarification.

#### Online Quiz and Textbook Assignment Rules

- **You MUST work INDEPENDENTLY of other students.** These are NOT group activities.
- The point of the online quizzes and assignments is to help you learn course materials. Thus, you **MAY** use your textbook, lecture notes, online Power Point presentations, or any other printed or online resource you think may be helpful.
- You may take the online quizzes or assignments up to three times each. You will be shown your score but you will not be shown the correct answers when you complete the quiz or assignment. Each time you take the quiz or assignment, the question order and answer option order will be scrambled randomly.
- Your grade will be composed of the highest of the up to three scores
- If the online quiz or assignment is not received by the deadline indicated in the syllabus, then the quiz or assignment will be graded as a 0%.
- If three online quizzes or assignments are not completed by the deadline indicated in the syllabus due to an extended excused absence, then these will be averaged out of the grade.

#### Laboratory Data (for BL 263 and BL 263H)

- Remember that your data do not need to support your hypothesis for you to receive an "A" grade on any lab report or research paper. They must simply be interpreted appropriately.
- **You MUST report the data that you gather.** Creating data or “cooking” data by altering it to give you different results are the two most egregious offenses that someone can commit in science.
- Creating or altering your data is dishonorable academic conduct. If it is discovered that you have created any data (an easier thing to discover than you might think) you will receive an **F** grade in the course (or minimally an “F” on the assignment – at your instructor’s discretion).

**BL 262 EXCUSED ASSIGNMENT FORM**

Student Name: \_\_\_\_\_ Date of absence: \_\_\_\_\_

This form must be filled out to have a score averaged out of a student's grade as a result of an excused absence. Assignments may not be completed/turned in after the syllabus indicated deadline (they also may NOT be sent via e-mail). A Final Exam missed for an excused absence must be re-scheduled and will not be averaged out of a student's grade.

A photocopy of documentation of the absence, such as a note from a health care provider or a photocopy of a funeral card/program, must be stapled to this form for it to be accepted. The instructor reserves the right to follow up with the Office of Student Life or other sources to verify excused absences (e.g., faxing a health provider's note back to the office and asking the office to verify its authenticity).

If this form is not received the missed exam, quiz, or assignment will be graded as a 0%.

This form is for the following assignment (circle one):

Examination 1 – Sept.	Chapter Assignment Chapter: _____	Online Quiz dates: _____
Examination 2 – Oct.		
Examination 3 – Nov.		
Final Examination – Dec. A final exam missed for an excused absence must be re-scheduled or a grade of "I" given. The Final Exam will <b>not</b> be averaged out of a student's grade.	Because each student will have three opportunities to take the chapter assignment. For take-home exams to be excused, the student must have an excused absence or malfunction that would account for an absence of <b>at least three calendar weeks</b> . An excused absence the day a quiz is due is NOT sufficient to excuse an online quiz.	Because each student will have the opportunity to take each quiz three times and the two lowest quiz scores will be dropped, for online quizzes to be excused, the excused absence must account for an absence of <b>at least three calendar weeks</b> . An excused absence the day a quiz is due is NOT sufficient to excuse an online quiz.
Root-Word Quiz – Sept.		

This excused absence if for the following reason (circle one):

Illness	NCAA Game/Forensic Competition	Serious Injury of a Close Relative or Friend
Serious Injury	Death of a Close Relative or Friend	Other
Documentation of illness or serious injury requires a note or photocopy of a note from a certified health care provider.	Documentation of a death would include a photocopy of a funeral card, memorial program, or other document with the deceased's name.	Documentation of these will vary. Please discuss appropriate documentation with your instructor

Include a **brief** explanation of the reason for the excused absence below.

I the undersigned certify that this was an excused absence of the nature indicated above and request that the indicated assignment be treated as resulting from an excused absence.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_