

HONORS ORGANISMIC BIOLOGY LABORATORY & SEMINAR

BL 263H SYLLABUS, FALL 2009

Meeting Time and Place: Laboratory - Tuesday 9:25am–12:05pm in Pomponio Science 206;
Seminar - Wednesday 4:00pm–4:50pm in Loyola 3.

Instructor: Dr. Michael Ghedotti, Pomponio Science 225, email: mghedott@regis.edu .

Laboratory Materials:

Ghedotti MJ. 2009. Regis University BL 263 Honors organismic biology laboratory and seminar manual, Fall 2009. unpub.

McMillan VE. 2006. *Writing papers in the biological sciences, fourth edition*. New York: Bedford/St.Martin's. 224 p.

Van De Graaff KM, Crawley JL. 2009. *A photographic atlas for the biology laboratory, sixth edition*. Englewood, Colorado: Morton Publishing. 288 p.

Research Notebook, Scientific Notebook Company (graph paper sewn in black cover)

Regis Bulletin Course Description: Introduces students to scientific study design, primary literature, basic laboratory skills, data interpretation, and presentation of scientific results. Involves exercises reinforcing lecture content. Includes dissection of representative organisms and fieldwork. Seminar explores broader academic themes. NOTE: Students with AP credit are not required to take BL 262 as a co-requisite. Corequisite(s): BL 262.

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

- generally explain how science differs from other ways of knowing.
- propose, design, and execute a simple but rigorous scientific study/investigation and report the results in the form of a clear, concise, and accurate primary research paper.
- analyze primary data using statistical P-values to correctly test hypotheses in organismic biology.
- define the major terms and organizing concepts used in a laboratory context in evolutionary biology, ecology, and biodiversity.
- recognize the social and ethical relevance of content covered in ecology and human genetic diversity.

Honors Learning Outcomes: Students should be able to...

- explain and provide a couple examples of how historical and social context can affect scientific conclusions.
- explain the value, role, and drawbacks of use of model organisms for constructing knowledge in biology.
- generally comprehend ecological studies as presented in the primary literature.

Grading:

Seminar reading summaries are completed (typed) before class each week and will be collected during seminar class. Readings involving book chapters or the Gould and Lewontin article should have the following format:

1. Explain the main point(s)/idea(s) of the reading. (This can be done separately for Chapters when appropriate.) This should be about 2-3 sentences. DO NOT simply summarize or list the reading's content. What is the author trying to convey?
2. Explain the particular perspective or biases of the author identifiable in the reading with respect to the content. This should be about 1-3 sentences. What is the author's particular perspective?
3. Provide two questions or opinions based on the content reading. (Whether you liked it or not is NOT an appropriate response to this.)

For readings involving papers reporting research results should have the following format:

1. Explain the main hypothesis/question addressed by the paper. This should be about 1-2 sentences.
2. Explain what the data particularly show with respect to the paper's hypothesis/question. Focus on the paper's Tables and Figures. This should be a short paragraph.
3. Provide two questions or opinions based on the content reading. (Whether you liked it or not is NOT an appropriate response to this.)

Additional specific requirements for these assignments are outlined in the course manual.

Laboratory notebook: You will complete all pre-laboratory/seminar and in-class assignments as well as independent project observations in a notebook which will be collected and graded at the end of the semester for detail and clarity.

Pre-laboratory assignments are completed before class and *will be checked weekly at the beginning of lab class*. These requirements for these assignments are outlined in the course manual.

In-class observations/assignments are completed in laboratory based upon the starred (★) sections in the manual and any additional pertinent observations.

Independent research project work such as outlining protocols, an “activity log,” and recording of data are to be completed in the laboratory notebook.

Laboratory exercises will involve completing exercises that should be helpful in understanding lab material and analysis (“write up”) of the previous lab’s data.

Laboratory research paper is designed to teach students scientific study design and scientific writing. It is a formal exposition of the results of a scientific study of your own design. **Follow the guidelines outlined in the manual and *Writing Papers in the Biological Science*.**

Laboratory research paper peer reviews are critical evaluations of the papers written by fellow students in BL 263H using a review template.

Examinations are designed to assess if students have learned the laboratory and seminar course material and to serve as means to encourage students to revisit and synthesize the material covered previously in the course. Lab portions of examinations will involve identification of specimens, structures, and functions as well as interpretation of observations, applying principles of experimental design, and application of general concepts. Seminar portions of examinations will involve unaided essay response to randomly selected-previously-provided essay questions. The purpose of the exams is to evaluate your progress during the semester.

Each assignment will be given a percentage or point grade. These grades will be scaled in the following way to give your final percentage grade.

<u>Assignment</u>	<u>percent</u>
Laboratory Notebook (including pre-lab. assignments)	5%
Laboratory Exercises (6 @ 3% or 30 pts. each)	18%
Seminar Entry Slips (10 @ 2.2% or 22 pts. each)	22%
Laboratory Research Paper (including drafts)	18%
Research Paper Peer Reviews (2 @ 1% or 10 pts. each)	2%
“Midterm” Laboratory & Seminar Examination	15%
<u>Final Laboratory & Seminar Examination</u>	<u>20%</u>
Total	100%

GRADING SCALE—The percent grading scale will be as follows. To change the percent scale to a point scale, move the decimal one place to the right. [I retain the right to lower the grade boundaries (i.e., “curve”) of exams or the final class grades based on class performance. **In no instance will any student be given a grade independent of the scale applied to the whole section in which she/he is enrolled.**]

A = 100.00–92.50

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

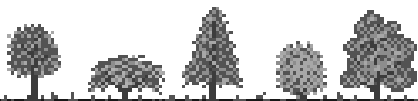
D- = 62.49–59.50

B = 86.49–82.50

C- = 72.49–69.50

F = <59.49

Disability Statement: If you have a documented disability requiring academic adjustments for this class, please contact Disability Services (303-458-4941, disability@regis.edu). Disability Services will review your documentation with you and determine appropriate, reasonable accommodations. Following the meeting with Disability Services personnel, please make an appointment with your instructor to discuss your accommodation request in light of the course requirements.



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

Late Assignments: Late final independent research project papers will be assessed a 10% penalty if received within one week. No late final independent research project papers will be accepted after one week past the due date except when accompanied by a completed excused assignment form with documentation. Late draft independent research project papers will not be accepted. Students not turning in the draft will not be allowed to complete the peer review assignment and will receive a grade of 0% on this peer review assignment. Exam 1, peer reviews, laboratory research reports, laboratory exercises, pre-laboratory laboratory notebook assignments, and seminar entry slips cannot be turned in or completed late for credit but may be averaged out of a student's grade (see "Excused Absences").

Possible Grading Inaccuracies: If you think that any assignment was graded in error, please bring this to your instructor's attention. Wait at least one day (a "cooling off" period) and resubmit the assignment to your instructor with a brief written explanation of why you think the grading was in error. No re-grading requests will be accepted after the last regular laboratory.

Withdrawal Deadline: The Withdrawal Deadline for Regis College courses is Fri. October 30, 2009. Students may not withdraw from a course after this date.

Inappropriate Academic Conduct: I do not expect there to be any problem with inappropriate academic conduct. However, should cheating, plagiarism, vandalism, or any other academic misconduct occur, the consequences will be severe.

- Cheating on a single answer on the exam, copying an assignment, communication with other students in any way about content of the exam during an exam, use of electronic devices for any purpose during exams (except for Department-provided calculators), or unintentional plagiarism that the instructor thinks was unintentional and due to lack of full understanding of the nature of plagiarism 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, large-scale cheating on an exam (beyond cheating on a single answer), vandalism/intentional damage/destruction of equipment, laboratory benches, or other Regis property, or plagiarism for which there is any evidence that it was intentional 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.

Laboratory Behavior: For reasons of safety and citizenship...

- **All students must sign the departmental form outlining laboratory safety rules.** Students who do not get this signed will be dropped from the laboratory for reasons of safety and liability.
- No food or beverage in the laboratory.
- No open-toed shoes (e.g., sandals, Birkenstocks, flip-flops) in the laboratory.
- No microorganisms cultured in laboratory may be removed from the laboratory room.
- Wear safety glasses whenever working with pathogenic bacteria or chemical solutions.
- Wear latex gloves whenever working with pathogenic bacteria (but not with non-pathogenic bacteria).

- Long hair must be tied back when working with an open flame or chemical solutions.
- Clean up broken glass carefully and IMMEDIATELY and put it in the glass waste container.
- Ask the instructor before putting ANYTHING other than soap & water down the drain.
- Treat all equipment, facilities, live organisms, and preserved specimens with respect.
- Never throw preserved tissue in the regular trash, glass waste, or down the drain.

Be tidy and do not leave messes at your laboratory bench.

Responsible Microscope Use: Use only the microscopes assigned to you. Microscopes must be cared for appropriately. If a microscope is returned to the cabinet with a slide left on the stage, a high or intermediate powered lens clicked into the functional position, or an inappropriately wrapped cord, then BOTH students assigned to the microscope will receive a **-1% final grade penalty** for each offense.

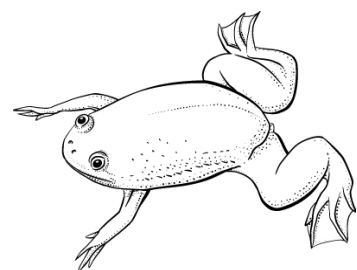
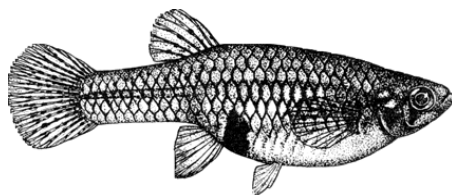
Cellular Phones & Text Messaging: Turn phones off during the class period. If you have a special need a phone on, you must obtain the instructor's permission. Give the class your full attention.

Attendance: On-time attendance at laboratory is required. Non-emergency appointments (e.g., routine check-ups) are not acceptable excuses for missing laboratory.

- **Two (2) *unexcused* absences** from laboratory will cause your **final laboratory grade to be lowered one (1) full letter grade** (eg., a B+ to a C+).
- Each additional absence beyond two will result in a full letter grade reduction.
- Leaving lab early without completing the lab's activities IS an unexcused absence.
- Lab notebook entries and laboratory exercises for unexcused days missed may not be made up and will be graded as a 0% (or 0 points).
- Individual instructors may choose to assess tardiness point penalties.

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, or arrest/police detention for misconduct followed by the filing of charges are unexcused absences. Whether any other cause of absence is excused is entirely at the discretion of the instructor. Notify your instructor as soon as possible via e-mail, via phone, or in person before or after such an absence. Students must complete an excused absence form to which a copy of documentation has been attached for each absence. A final exam or final independent project paper *missed for an excused absence* will be rescheduled. Any 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, accepted as a valid reason by the instructor, and the documentation verified.

Absence for Athletic Competition: If you are a member of an official Regis NCAA athletic team and must miss a laboratory for athletic competition, you **MUST**: 1) Present the instructor with an official schedule provided by your coach (with the days to be missed identified or highlighted) during the first week of the semester. 2) Notify the instructor with an ***excused assignment form*** a week in advance of the day that will be missed. If you follow this procedure, we will arrange for the required assignments to be averaged out of your grade. Otherwise, any absence is unexcused.



Schedule and Laboratory Topics: A- = Barnes J. 2000. *Aristotle, A Very Short Introduction*. New York: Oxford U. Press. *GPHB* = Endersby J. 2007. *A Guinea Pig's History of Biology*. Cambridge, MA: Harvard U. Press.

Tuesday (Laboratory Period)	Wednesday (Seminar Period)
Lab 1. Aug. 25 - Introduction & Science - "Termite Wrangling"	Seminar 1. Aug. 26 Discuss excerpt from J.B.S. Haldane's <i>What is Life?</i>
Lab 2. Sept. 1 - Population Ecology: Plant Density Lab 2 Pre-Lab Assignment AND Lab 2 Exercise Due	Seminar 2. Sept. 2 Aristotle, Data, and Theory A- pp. 1-38, 92--115 entry slip Due
Lab 3. Sept. 8 - Community Ecology I: Plant and Microbial Communities Lab 3 Pre-Lab Assignment AND Lab 3 Exercise Due	Seminar 3. Sept. 9 "Model" Organisms & Knowing in Biology A- pp. 136-141 & <i>GPHB</i> pp. 1-28 entry slip Due
Lab 4. Sept. 15 - Community Ecology II: Plant and Microbial Communities Lab 4 Pre-Lab Assignment AND Lab 4 Exercise Due	Seminar 4. Sept. 16 Com. Ecology and Biological Literature Connell 1961 <i>Ecology</i> article entry slip Due
Lab 5. Sept. 22 – Population Genetics & Evolution in a Simulation: "The Mating Game" Lab 5 Pre-Lab Assignment AND Lab 5 Exercise Due	Seminar 5. Sept. 23 Darwin, Passion Flowers, Natural Selection, and Sex <i>GPHB</i> Ch. 2, pp. 29-60 entry slip Due
Lab 6. Sept. 29 – Human Population Genetics and Hardy-Weinberg Equilibrium Lab 6 Pre-Lab Assignment AND Lab 6 Exercise Due	Seminar 6. Sept. 30 Humans as "Model" Organisms Darwin 1871 <i>Descent of Man 1st</i> . excerpt pp. 237-251 & <i>GPHB</i> Ch. 3, pp. 61-94 entry slip Due
Lab 7. Oct. 6 – Phylogeny Reconstruction & Insect Anatomy Lab 7 Pre-Lab Assignment AND Lab 7 Exercise Due <i>*Revised Ind. Project Hypothesis Due Friday Oct. 9, 2009*</i>	Seminar 7. Oct. 7 Adaptation, Exaptation, & Scientific Explanation Gould & Lewontin 1979 article entry slip Due
Oct. 13 – FALL BREAK – NO LAB	Seminar 8. Oct. 14 Independent Project Trial Run Set Up
Lab 8. Oct. 20 – ***Lab & Seminar Examination*** + Library Research Lab 8 Pre-Lab Assignment Due	Seminar 9. Oct. 22 Selection and Genetic Drift in <i>Drosophila</i> Dobzhansky & Pavlovsky 1957 article entry slip Due
Lab 9. Oct. 27 – Diversity I: Prokaryotes Lab 9 Pre-Lab Assignment Due	Seminar 10. Oct. 28 Antibiotics Fleming 1929 <i>BJEP</i> , Chain et al. 1940 <i>Lancet</i> AND Abraham&Chain 1940 <i>Nature</i> articles entry slip Due
Lab 10. Nov. 3 – Diversity II: Intro. to Eukaryotes, Fungi, "algae," & "protozoans" Lab 10 Pre-Lab Assignment Due	Seminar 11. Nov. 4 Evolution of Resistance in the Malarial Parasite (<i>Plasmodium</i>) Walliker et al. 2005 <i>Acta Tropica</i> art. entry slip Due
Lab 11. Nov. 10 – Diversity III: Plantae ***3 Copies of Independent Project Paper Due*** Lab 11 Pre-Lab Assignment Due	Seminar 12. Nov. 11 Model Organism Choice: Primroses and Speciation <i>GPHB</i> Ch. 5, pp. 128-169 entry slip Due
Lab 12. Nov. 17 – Diversity IV: Animalia Lab 12 Pre-Lab Assignment Due	Seminar 13. Nov. 18 Fruit Flies, Technology, and Social Effects in Biology <i>GPHB</i> Ch. 6, pp. 170-208 entry slip Due
Nov. 24 – THANKSGIVING BREAK – NO LAB	Nov. 25 – TG. BREAK – NO SEMINAR
Lab 13. Dec. 1 – Diversity V: Animal Tissues and Anatomy Lab 13 Pre-Lab Assmnt. Due, Lab Notebook Due at Final Exam ***Independent Project Paper Due, Fri. 12/4***	Seminar 14. Dec. 2 Model Organisms and Scientific Knowledge <i>GPHB</i> Ch. 12, pp. 411-432 entry slip Due

FINAL EXAMINATION = **Thursday** Dec. 10th at 10:10am

NOTE: The final exam time for BL 263H is scheduled based on the starting time of the laboratory portion (not the seminar time).

Biology 263H, Syllabus – Part II: Frequently Asked Question (FAQ)

The answers reported herein are considered to set course governance precedents.

General

Question: I have A.P. or I.B. credit (= scored 4 or 5 on the A.P. Biology exam) for Introductory Biology or have college-transcribed credit for a high-school Biology course, but I'm still enrolled in this course without the lecture. Is this OK?

Answer: Yes, we do not grant A.P. or I.B. for the laboratories but we do grant this credit for the lectures. You received credit based upon a lecture-material based examination but did not demonstrate laboratory proficiency on the exam. Also, we do not recognize lab credit for labs completed at a high school or other colleges because of the specific emphasis of our laboratories on scientific inquiry. It is "OK" to be in the laboratory (either BL 263 or BL 263H) but not the lecture because you have shown proficiency in biology knowledge. You may attend the lecture if you ever think this may be helpful and a lecture syllabus can be obtained from your instructor.

Missing Laboratory

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 or examination. What should I do?

Answer: Discuss it with the instructor *as soon as is reasonably possible* before (e.g., NCAA game, see conditions) or after (e.g., medical emergency) the laboratory. The instructor will require some form of "official" documentation and completion of the excused absence form. If you miss the midterm examination, it will be averaged out of your grade making all other assignments and the final exam worth proportionally more. If you miss the final exam we will arrange a time to make-up the exam. You should complete the ***excused assignment form*** for each assignment missed. If the form is not filled out with appropriate documentation a grade of 0% will be assigned.

Question: I "have to" miss laboratory for a reason that is not serious or was possible to schedule otherwise (e.g., an airline reservation, driving a friend to the airport, participation in an extracurricular activity, or participation in an official NCAA athletic event *without* appropriately notifying the instructor). What should I do?

Answer: Change your plans. If the excuse is unofficial, then missing a laboratory is "skipping," which is not acceptable. You will receive a **0%** (0 points) score for any assignments due in that laboratory. A second unexcused absence will automatically reduce your final grade by 1 letter (e.g., a B+ would become a C+) **IN ADDITION TO** receiving a 0% (0 points) score on all assignments due during that missed laboratory. Your instructor may **occasionally** make exceptions and will treat a less serious excuse (e.g., a family wedding) as he/she would a more serious excuse if you discuss it with the instructor well in advance. For this you would need to fill out an ***excused assignment form*** and be willing to have the assignments averaged out of your grade (making the other assignments worth proportionally more).

Leaving in the Middle of a Laboratory

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

Answer: If it a portion of the laboratory where the instructor is not speaking at the front of the room and students are working independently, please feel free to go. Given the length of laboratories, it is expected that many students will step out of the room to use the restroom, get a drink, or simply get out of the lab for a couple of minutes if the nature of the activities allows.

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

Answer: It is your right as an adult (or nearly adult) to get up and leave whenever you choose. Do keep in mind that if you leave before completing the day's activities this will count as an unexcused absence. It also suggests that you are having trouble with priorities. **EXTRA-curricular** activities are activities **IN ADDITION TO** your curricular activities.

Effort & Extra Credit

Question: I received a low grade but I spent a lot of time studying and working. 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 and quizzes) and ability to produce written work. 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 including proficiency with basic skills. 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: *Yes*. However, a collegiate-level instructor's primary relationship is with you, not with your parents, and no parental discussion will (or ever has) changed a student's grade in BL 263. If your parents are serving as intermediaries, please bring any problems or concerns you have to me directly. If you are under 18 years of age the instructor can discuss all aspects of your academic performance (including attendance and behavior) with your parents or guardian. Because of *federal* privacy laws he/she will need to delay communicating with your parent about your performance until the instructor can verify your age and verify her/his identity as a parent or guardian. Because you are under 18, I must abide by your parent/guardian's wishes about disclosing any conversation concerning you. If you are 18 or older, in certain situations, it may be reasonable for your instructor to discuss your course performance with your parents. Because of *federal* privacy laws your instructor 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. Your instructor will need to delay communicating with your parent/guardian until after he/she checks your waiver status with the Dean's Office and verifies their identity.

Academic Dishonesty

Question: I cheated on the exam (or copied someone else's exercise or plagiarized or falsified data). 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. 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. What should I do?

Answer: Talk to your academic advisor (your Freshman Writing Seminar instructor if you're a 1st semester student) and possibly talk to someone at the Coors Life Directions Center. The Coors Life Directions Center has counselors, programs, and flyers that can help you with workload management, stress management, test anxiety, and similar issues. You could also talk to your instructors, to get suggestions. All of your instructors have spent many years in a collegiate environment as both students and teachers and may have some helpful insights.

BL 263H (LAB & SEMINAR) EXCUSED ASSIGNMENT FORM

Student Name: _____ Date(s) of absence: _____

This form must be completed to have the score for an exam or assignment averaged out of a student's grade as a result of an excused absence. Exams and assignments may not be taken/turned in after the syllabus indicated class periods (**they also may NOT be sent via e-mail**). A Final Exam or Final Independent Project Paper Deadline 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 completed form is not given to the instructor any missed assignment will be graded as a 0%.

This form is for the following assignment (circle as appropriate):

Examination 1 – Oct.	Independent Project Paper (Complete 1 st Draft) – 3 copies	Exercise due in Lab 2
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 not be averaged out of a student's grade.	Ind. Project Peer Reviews	Exercise due in Lab 3
Pre-Lab Assignment Date: _____	Independent Project Paper (Due Lab 13) - Final Copy An Independent Project Final Paper not turned in for an excused absence must be re-scheduled or a grade of "I" given. This assignment will not be averaged out of a student's grade.	Exercise due in Lab 4
Seminar Entry Slip Date: _____		Exercise due in Lab 5
		Exercise due in Lab 6
		Exercise due in Lab 7

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

Illness	NCAA Game	Serious Injury of a Close Relative or Friend
Serious Injury	Funeral Attendance for 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: _____