BIOL 1111 - Introductory Biology I
Course Syllabus – Summer 2013

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu.

COURSE NUMBER AND TITLE: BIOL 1111, Introductory Biology I (CRN 53610, 53611, 54937, 54882)

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, ecology and organ/system physiology as well as Mendelian genetics, molecular genetics, biotechnology, and evolutionary principles. 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 ir 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:
Students must have access to and be able to use the following:
- Microsoft Windows™
- Microsoft Word™
- Microsoft Excel™
- A Web browser
- Georgia View
- In addition, students must be able to send and receive e-mail using Outlook™ or Outlook Express™.

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 exams in this course are multiple choice in format, there is no significant evaluation of style, other than proper bubbling of scantron forms.
Evidence: Scantron forms are checked by students for scanning errors. Any detected are reported to the instructor.
- 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 reflectively 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:

Dr. Samantha Fowler (CRN 53610)
Office: NBS 165
Phone: (678) 466-4816
e-mail: SamanthaFowler@clayton.edu
Internet address: http://faculty.clayton.edu/sfowler4
Office Hours: http://faculty.clayton.edu/sfowler4/schedule

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Homepage: http://faculty.clayton.edu/dday2
Office Hours:

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Internet: http://faculty.clayton.edu/rmcfarla
Office Hours:

Dr. J. Yvette Garner (CRN 54882)
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Fax: (678) 466-4797
Email: Jgardner@clayton.edu
Internet: http://faculty.clayton.edu/jgardner
Office Hours:

CLASS MEETINGS:

<table>
<thead>
<tr>
<th>Section</th>
<th>CRN</th>
<th>Days</th>
<th>Times</th>
<th>Room</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>53610</td>
<td>TR</td>
<td>8:00 am – 10:05 am</td>
<td>U265</td>
<td>Fowler</td>
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<tr>
<td>2</td>
<td>53611</td>
<td>MW</td>
<td>3:30 – 5:35 pm</td>
<td>B11</td>
<td>Day</td>
</tr>
<tr>
<td>4</td>
<td>53611</td>
<td>MW</td>
<td>6:00 pm - 8:05 pm</td>
<td>126</td>
<td>McFarlane</td>
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<tr>
<td>9</td>
<td>54882</td>
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<td></td>
<td></td>
<td>Gardner</td>
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Notes on course number 54882:
This is an online course designed for the distant learner with the computer literacy skills required to operate Georgia View Desire to Learn and the Bioportal that accompanies the text for the course (Biology for a Changing World by Shuster). Please take a look at the syllabus for the 2013 Summer Session at http://faculty.clayton.edu/jgardner. Only 1 mandatory orientation will occur during the summer session which will be at 11 am on Saturday, May 18, 2013 in NBS 126. Failure to attend the orientation will result in a No Show for the course. This orientation will cover how to operate the Bioportal, submit assignments, exam dates, review of the syllabus, and weekly online office hours. All exams will be online including the final exam which will be July 27, 2013. Entrance into this course requires Departmental Approval. The process for getting approval can be found here: http://www.clayton.edu/science/online. Contact Dr. Gardner at jgardner@clayton.edu for questions.


Chapters to be covered: 1-13

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**EVALUATION:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tr>
<td>3 tests @ 100 points</td>
<td>300</td>
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<tr>
<td>Quizzes/Assignments</td>
<td>100</td>
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<tr>
<td>1 Cumulative Final Exam</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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**GRADING:**

Your final grade will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<td>Week</td>
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<tr>
<td>1</td>
<td>May 22-21</td>
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<td>1</td>
<td>May 22-23</td>
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<td>May 28-29</td>
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<td>June 1</td>
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<td>June 3-4</td>
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<td>June 5-6</td>
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<td>June 17-18</td>
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<td>Week</td>
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<td>June 19-20</td>
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<td>July 1</td>
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<td>July 2-3</td>
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<td>July 4th</td>
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<td>July 18-9</td>
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<td>July 10-11</td>
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<td>9</td>
<td>July 15-16</td>
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<td>9</td>
<td>July 17-18</td>
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<td>10</td>
<td>July 22-23</td>
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<td>10</td>
<td>July 24-25</td>
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*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.

1. **No electronic devices, including computers, cellular telephones, instant messaging devices, etc.** with 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. **Quizzes may be given at any time during the class.** Students who are not present in the room when the quiz is being handed out must remain outside of the classroom until the quiz is finished and will receive a grade of zero. There are no make-up quizzes. The lowest quiz grade will be dropped.

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 will receive a grade of zero.

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 at http://www.clayton.edu/Portals/47/docs/discipline.pdf.

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. For more information, please refer to: http://as.clayton.edu/DisruptiveClassroomBehavior.htm

**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: 4/29/2013