



BIOL 1111 - Introductory Biology I (Online) Course Syllabus – Fall 2016

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's **80443 & 80440**

CREDIT HOURS: 3.0 semester credit hours

COURSE ORIENTATION & LOCATION: **There is NO Orientation.** You must complete Chapter 1 Quiz before August 25th or you may be dropped as a No Show.

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 CO-REQUISITE: BIOL 1111L, Introductory Biology Laboratory I (1 semester credit hour)

Note: If a student withdraws from BIOL 1111L, the student must also withdraw from BIOL1111. If a student withdraws from BIOL1111, the student must also withdraw from BIOL 1111L.

IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS: Student notebook computers may be used in this class. Computers will be required to access course materials and to communicate with your instructor.

“GaVIEW Desire2Learn (Online Instruction):

On-line activities will take place in Desire2Learn, the virtual classroom for the course, and in BIOPORTAL, the course textbook web site.

- You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting “GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP (Do NOT email me because I cannot fix technical issues). You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

COMPUTER SKILL PREREQUISITES:

- Able to use the Windows™ operating system.
- Able to use the Microsoft Word™ word processing program.
- Able to send and receive e-mail using the Outlook™ or Outlook Express™ program.
- Able to use a Web browser.

For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.



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: 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://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

INSTRUCTOR INFORMATION:

Dr. J. Yvette Gardner (CRN 80440 & 80443)

Office: Lab Annex 166

Phone: (678) 466-4779

email: jgardner@clayton.edu

Internet Address: <http://faculty.clayton.edu/jgardner/home>

Office Hours: Tue & Thurs 3:30 pm- 5:00 pm **CSU Main Campus**

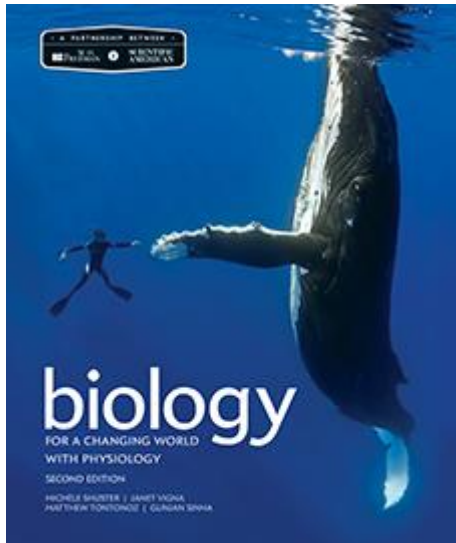
Mon 9:00 pm – noon **Online**

CLASS MEETINGS:

Section	CRN	Days	Times	Room	Instructor
90	80443		Online		Gardner
91	80440		Online		Gardner

TEXTBOOK INFORMATION:

Students can purchase BioPortal (which includes the e-book) directly from WH Freeman Web site. For all students who prefer an all e-version, I recommend that you follow the link below.



LaunchPad will be used for this course, and it is available at <http://www.macmillanhighered.com/launchpad/sabiologyphys2e/323164>

EVALUATION:

Item	Points
4 hour tests @ 100 points	400
11 Quizzes @ 50 points	550
11 Assignments @ 20 points	220
Total	1170

GRADING:

Your final grade will be determined as follows:

Grade	Percentage range
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

MIDTERM GRADE REPORTING

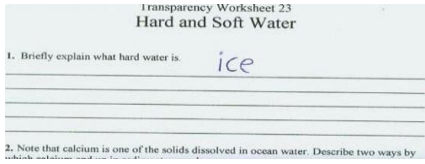
The mid-term grade in this course, which will be issued on September 20 – October 4, reflects approximately 50% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on **October 9, 2016**. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, October 9, 2016.

TENTATIVE COURSE SCHEDULE*: (All Assignments due on Tuesdays)

Week	Week of:	Topic	Chapters
1	Aug 14	Order/Purchase Biology of a Changing World/Launchpad	
2	Aug 21	Introduction, Process of Science Quiz Chapter 1 by August 25th or dropped as a No Show	1
3	Aug	Chemistry and Molecules of Life	2

	28	Quiz Chapter 2 Learning Curve Chapter 2	
4	Sept 4	Cell Function and Structure Quiz Chapter 3 Learning Curve Chapter 3	3
5	Sept 11	Exam I (Launchpad) Chapters 1, 2 & 3	1, 2 & 3
6	Sept 18	Nutrition, Metabolism & Enzymes Quiz Chapter 4 Learning Curve Chapter 4	4
7	Sept 25	Energy Flow and Photosynthesis Quiz Chapter 5 Learning Curve Chapter 5	5
8	Oct 2	Cellular Respiration Quiz Chapter 6 Learning Curve Chapter 6 EXAM II (Launchpad) Chapter 4, 5, & 6	4, 5 & 6
9	Oct 9	Fall Break NO ASSIGNMENTS!!!	
10	Oct 16	DNA Structure and Replication Quiz Chapter 7 Learning Curve Chapter 7	7
11	Oct 23	Genes to Proteins Quiz Chapter 8 Learning Curve Chapter 8	8
12	Oct 30	Cell Division: Mitosis Quiz Chapter 9 Learning Curve Chapter 9	9
13	Nov 6	Exam III (Launchpad) Chapters 7, 8 & 9	7, 8, 9

14	Nov 13	Cell Division: Meiosis Quiz Chapter 11 Learning Curve Chapter 11	11
15	Nov 20	No Assignments: Holiday	
16	Nov 27	Complex Inheritance Quiz Chapter 12 Learning Curve Chapter 12	12
	Dec 6	 <p>FINAL EXAM (Launchpad) Chapters 11 & 12</p>	11 & 12

*This lecture schedule and lecture testing 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.

Course Policies:

[University Attendance Policy\[1\]](#)

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

Course Policies :

Making up missed work

There will be NO make-up exams; instead the cumulative final exam will count for the exam that you miss. You are only allowed to replace one exam. If you should miss two exams, the second exam will result in a Zero. No make-up dates for final exam. You must be present.

Quizzes are given every week. There will be NO make-up quizzes. A quiz may be excused only with a valid excuse (childbirth, incarceration, death in immediate family, hospitalization, unexpected doctor's visit, or court date). Acceptance of any other excuse is not likely. If you have a valid excuse, the next quiz will count twice. If you should enter late to a quiz, you will only have the time left to complete the quiz. Once the quiz is collected, you will not have additional time to take the quiz. Routine doctor visits (i.e., annual eye exam, cleaning of teeth, etc.) should not be scheduled during class or quiz or final exam time; they will not be considered excused. If you should miss an online assignment, chances are you will receive a zero for the assignment since ample time is given to complete the assessment.

Missing an assignment because you are taking a vacation, traveling for work, or leaving early for a scheduled break is NOT considered excused absences.

Turning in late work/assignments: Acceptance of late assignments will be at the discretion of the instructor. If an assignment is accepted late, 25 points will be subtracted from the grade of the assignment. **LATE** means after I have collected the aforementioned assignment from the entire class.

- 1. 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.
- 2. Snacks and drink are allowed, within reason.** If you make a mess, you are responsible for cleaning it up.
- 3. Visitors are not permitted without the instructor's permission.** Children are not allowed in the classroom at anytime.
- 4. Attendance is expected.** You are responsible for obtaining any missed information from other students. This includes information concerning quiz dates, exam dates, etc. Students who do not attend regularly generally do not do well in the course. There are no "excused absences" in this class.
- 5. 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 penalty will be a zero on the assignment in which the student is cheating and will be asked to leave the class. 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://admisservices.clayton.edu/judicial/>.
- 6. 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.