



## SCI1901H – Human Genetics (Hybrid) Course Syllabus – Fall 2015

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**COURSE NUMBERS AND TITLE:** SCI 1901H – Human Genetics (CRN 80527)

**CREDIT HOURS:** 3.0 semester credit hours

**CLASS MEETINGS & LOCATION:**

CRN 80527 Sec 90 Tuesdays 3:35 pm – 4:50 pm Room 113  
Fayette County Instructional Site

**CATALOG DESCRIPTION**

A study of human genetics examining major breakthroughs and current issues in human heredity. The course will include the science of genetics, and the societal implications of topics such as the human genome project, DNA fingerprinting, genetics and intelligence, and genetic engineering.

**CO-REQUISITES**

None

**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 Connect Plus, 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](mailto: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>.



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### COURSE OBJECTIVES

Describe the normal structure and function of tissue and organs.

Describe the importance of gene expression in both prokaryotes and eukaryotes.

Understand DNA's role in heredity.

To identify a mutation in DNA and how it will affect the protein product.

To investigate inheritance and genetics from the Mendelian, chromosomal and molecular perspective.

Understand, describe, and define the molecular structure of genetic material.

### STUDENT LEARNING OUTCOMES:

General education outcomes:

The following link provides the Clayton State University Core Curriculum outcomes (see Area D):

[http://www.clayton.edu/Portals/5/core\\_curriculum\\_outcomes\\_clayton.pdf](http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf)

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.

#### 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>

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#### **INSTRUCTOR INFORMATION:**

**Dr. J. Yvette Gardner (CRN 80527)**

**Office: Natural and Behavioral Sciences 166**

Phone: (678) 466-4779

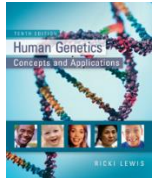
email: [jgardner@clayton.edu](mailto:jgardner@clayton.edu)

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

Office Hours: Online Tuesday & Thursdays Noon-3:00 pm

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**TEXTBOOK INFORMATION:**



Human Genetics Concepts and Applications: Ricki Lewis, 10<sup>th</sup> Edition  
with Connect Plus

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**EVALUATION:**

Item	Percentage
4 hour tests @ 100 points	60%
Quizzes	25%
Assignments	15%
<b>Total</b>	<b>100%</b>

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**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 22 – October 6, 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, 2015**. [Instructions for withdrawing are provided at this link](#).

**The last day to withdraw without academic accountability is Friday, October 9, 2015.**

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## TENTATIVE COURSE SCHEDULE\*:

Week	Week of:	Topic	Chapters
1	Aug 16	Overview of Genetics Cells	1 & 2
2	Aug 23	Cells Meiosis and Development	2 & 3
3	Aug 30	Meiosis and Development	3
4	Sept 6	Reproductive Technologies Single-Gene Inheritance (Labor Day Holiday is on Monday. We will not have class on Tuesday)	21 & 4
5	Sept 13	Reproductive Technologies Single-Gene Inheritance	21 & 4
6	Sept 20	Single-Gene Inheritance <b>Exam I:</b> CSU will supply Scantron and remember to bring Pencil	Chapters 2, 3 & 21  4
7	Sept 27	Beyond Mendel's Law & Matters of Sex	5 & 6

8	Oct 4	Matters of Sex	Chapters 6
9	Oct 11	Fall Break: No class on Tuesday	
10	Oct 18	Gene Action: From DNA to Protein <b>Exam II:</b> CSU will supply Scantron and remember to bring Pencil	10 Chapters 4, 5 & 6
11	Oct 25	Gene Mutation	12
12	Nov 1	Chromosomes	13
13	Nov 8	<b>Exam III:</b> : CSU will supply Scantron and remember to bring Pencil	Chapters 10, 12 & 13
14	Nov 15	Genetics of Immunity Genetics of Cancer	17 & 18
15	Nov 22	Thanksgiving Break: No Class	
16	Nov 29	Genetic Testing and Treatment	20
<b>Exam IV: Final Exam TBA</b> 50% Chapters 17, 18 & 20 and 50% previously covered material			

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**Course Policies:**

**University Attendance Policy**[\[i1\]](#)

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 (READ THIS)**

There will be NO make-up assignments or quizzes that are on Connect Plus. This is a hybrid course. Please govern your time carefully. When taking your assessments, be sure to continuously save your answers. No assessment will be reopened due to internet failure or other computer issues. If you miss an exam and have a valid excuse (hospitalization, incarceration) the final exam will count twice. If you should miss an in class quiz and you have a valid excuse, the next quiz will count twice. You have only ONE week to notify me of the reason why you missed an exam, assignment or quiz. Computer issues are NOT considered a valid excuse. 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, 30 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 any time.
- 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://adminserves.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 from class will receive a zero on all assignment associated with that 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.**