INTRODUCTION: Welcome to BIOLOGY 1307! This course provides a rigorous and comprehensive introduction to ecology, evolution, and the diversity of life.

COURSE CATALOG DESCRIPTION: Fundamental principles of biological inquiry, scientific analysis, and concepts in ecological and evolutionary biology. Credit hour justification: 3 credit hours involving lectures, readings, homework, activities and assessments. Co-requisite lab: BIOL 1107.

Instructor: Dr. Dan Bennett
Department: Biology; Office: S-210/211 Miller Science Building; Phone: 936-468-5163; E-mail: bennettdj@sfasu.edu
Office hours: M, W, F 1:30–3:15; widely available by appointment at other times. Office hours are typically in-person, but can be done in Zoom by request.

DELIVERY METHOD: Hybrid model, with both face-to-face and online elements required.

RECOMMENDED TEXT: Campbell Biology, Urry et al. 11th ed. (ISBN: 9780134093413; yellow flower on cover) or 12th ed. (ISBN: 9780135188743; purple flower on cover). Mastering Biology/online access code not required. The text is recommended rather than strictly required only because it is possible to pass the class by relying solely on provided lecture materials. Students intending to pursue a good grade are highly recommended to make good use of the textbook.

An electronic version is available at the publisher’s website for rent: https://www.pearson.com/store/en-us/pearsonplus/p/9780135988046.html

COURSE WEBSITE: https://d2l.sfasu.edu/. Check Brightspace (a.k.a. D2L) daily for announcements, lecture slides, videos and other materials. Look for a routine announcement at the start of each week that summarizes upcoming activities.

GRADING POLICY AND COURSE REQUIREMENTS
Lecture quiz average: 75% of grade (5 graded quizzes @ 15% each)
Lab score: 25% of grade

Grading scale: A = 90–100%; B = 80–89%; C = 70–79%; D = 60–69%; < 60% = F

The combined lecture and lab grade will be applied to both lecture and lab courses. Thus, if you earn a C in lab, an A in lecture, and a B in lab + lecture combined, the transcript will show a B for both lab (BIOL 1107) and lecture (BIOL 1307) courses.

The lecture grade is based on five quizzes. The lowest scoring result of quizzes 1–5 is dropped from the grade calculation. The last quiz (quiz 6) will not be dropped. Quizzes focus on recently covered material, though some comprehensive questions from earlier sections may occur.

LECTURES AND CLASS TIME: Lectures are pre-recorded, provided online via D2L, and can be viewed any time once posted. Face-to-face sessions are devoted to review, practice quizzes, and graded quizzes. Some days have only online, asynchronous content and no planned face-to-face meetings (clearly marked in the course calendar). Though we do not meet as a class on such days, the instructor is widely available for questions and discussion during these times in room 211.

ATTENDANCE POLICY: No excuse is required to miss a class session marked as “practice quiz” on the course calendar, as practice quiz results do not contribute to the course grade. However, good attendance is highly recommended and closely associated with class performance.

Punctual attendance is required for sessions marked as “graded quiz” on the course calendar. A graded quiz that is missed due to absence or tardiness will typically comprise that which is dropped. Additional missed graded quizzes will be scored “0” unless the absence is “excused.” In the event of an excused absence, a makeup quiz will be provided. An excused absence is granted for illness, injury, university-sponsored event, or death in the family. Documentation (e.g., doctor’s note) is required to be shared with the instructor in a timely manner (within two business days of the absence; additional time may be granted for extraordinary circumstances such as an emergency hospital stay). Notification from the Office of Student Rights and Responsibilities does not on its own provide adequate documentation.
ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the University Policy Manual: Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Instances of cheating or misconduct on a graded activity will result in a score of 0. Do not carry on a separate conversation that might be distracting to your neighbors. Keep cell phones silenced and stowed away. Students texting, arriving late, leaving early, sleeping, talking amongst themselves, not participating in activities, repeatedly returning to and from class, or otherwise misbehaving may be subject to loss of points through penalties applied to assessment scores and/or dismissed from class. The use of a computer is allowed for taking notes only.

SUGGESTIONS
- Check D2L/Brightspace daily for announcements routinely and use the course calendar in the syllabus.
- Stay engaged and keep up with the material in a steady fashion. Avoid cramming.
- Maintain good participation. Answers to practice questions and additional activities are provided in class only to incentivize good attendance.
- In a timely manner, watch each lecture and read the corresponding chapter of the textbook. Highlight key terms and go over difficult concepts multiple times.
- Take notes while watching lectures, make it an active process. Either print out the slides and add notes to them or start with a blank sheet.
- Ask questions during class review sessions and in office hours.
- Treat practice quizzes like graded quizzes. Study for both!
- Study with a friend or two. Create a study group!
- Plan to study up to 2 hours per lecture. (See SFA Policy Manual item 5.4 for definitions of credit hour, contact hour, and amount of work expected.)
- Keep an organized binder with at least the following sections:
  - Syllabus (be sure to always consult the electronic, up-to-date version).
  - Notes in the form that works best for you. Options: instructor’s completed notes, skeletal notes, clean-slate notes
  - Practice quiz questions and answer sets.
  - Concept maps, drawings diagrams, flow charts etc.
  - Questions to raise during class and office hours.

ACADEMIC INTEGRITY (Student Academic Dishonesty SFA Policy 4.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Any form of academic dishonesty will lead to the student receiving a failing grade for the entire course. Additionally, a Report of Academic Dishonesty form will be submitted to your Dean’s office. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Students and faculty are responsible for adhering to the complete Academic Integrity/Dishonesty Policy posted on the university website.

WITHHELD GRADES (Semester Grades SFA Policy 5.5): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD), as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/. Students are encouraged to meet with the professor during office hours regarding special needs.
MENTAL HEALTH STATEMENT: SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential. On-campus Resources: SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401; SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041; Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343 Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

PROGRAM LEARNING OUTCOMES
PLO 1: develop knowledge of biological concepts

STUDENT LEARNING OUTCOMES
SLO 1- Students will be able to apply evolutionary principles to understand how evolution gives rise to biological diversity. Links to Core Objective 1.
SLO 2- Students will apply evolutionary and phylogenetic principles to understand the history and diversity of life and to identify major groups of organisms. Links to Core Objectives 1 and 3.
SLO 3- Students will be able to measure ecological diversity and explain basic principles of ecology. Links to Core Objectives 1 and 3.

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES AND ASSESSMENT
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills (CO 1), Communication Skills (CO 2), Empirical and Quantitative Skills (CO 3), Teamwork (CO 4), Personal Responsibility (CO 5), and Social Responsibility (CO 6). SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in BIOL 1307, you are enrolling in a Core Curriculum Course that fulfills some of the core objective requirements. The chart below indicates the core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and how the required core objectives will be addressed.

Assignments addressing core objectives will only be collected during select semesters and may be addressed in lab (BIOL 1107).

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>TBA</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>TBA</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>TBA</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>TBA</td>
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<tr>
<td>Week; date</td>
<td>TOPICS</td>
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| 1: 8/24, 8/26 | T: F2F – Intro to class; lesson 1: overview of life’s diversity  
Th: O/A – Ch. 52 parts 1, 2 (no F2F component today) |
| 2: 8/31, 9/2 | T: F2F – Practice quiz over ch. 52  
T: O/A – Ch. 53 parts 1, 2  
Th: F2F – Practice quiz over ch. 53  
Th: O/A – Ch. 54 parts 1, 2 |
| 3: 9/7, 9/9 | T: F2F – Practice quiz over ch. 54  
Th: F2F – Graded quiz over ch. 52-54  
Th: O/A – Ch. 22 |
| 4: 9/14, 9/16 | T: O/A – Ch. 23 parts 1, 2 (no F2F component today)  
Th: F2F – Practice quiz over ch. 22, 23 parts 1, 2  
Th: O/A – Ch. 23 part 3 |
| 5: 9/21, 9/23 | T: F2F – Practice quiz over ch. 23  
Th: F2F – Graded quiz emphasizing ch. 22, 23  
Th: O/A – Ch. 24 |
| 6: 9/28, 9/30 | T: O/A – Ch. 25, 26 part 1 (no F2F component today)  
Th: F2F – Practice quiz over ch. 24, 25  
Th: O/A – Ch. 26 part 2 |
| 7: 10/5, 10/7 | T: F2F – Practice quiz over ch. 26  
Th: F2F – Graded quiz emphasizing ch. 24-26  
Th: O/A – Ch. 28 part 1 |
| 8: 10/12, 10/14 | T: O/A – Ch. 28 part 2 (no F2F component today)  
Th: F2F – TBA  
Th: O/A – Ch. 29 part 1 |
| 9: 10/19, 10/21 | T: O/A – Ch. 29 part 2 (no F2F component today)  
Th: F2F – Practice quiz over ch. 28, 29  
Th: O/A – Ch. 30 parts 1, 2 |
| 10: 10/26, 10/28 | T: F2F – Practice quiz over ch. 30  
Th: F2F – Graded quiz emphasizing ch. 28-30  
Th: O/A – Ch. 31 parts 1, 2 |
| 11: 11/2, 11/4 | T: O/A – Ch. 32 (no F2F component today)  
Th: F2F – Practice quiz over ch. 31  
Th: O/A – Ch. 33 parts 1, 2 |
| 12: 11/9, 11/11 | T: F2F – Practice quiz over ch. 32, 33  
Th: F2F – Graded quiz emphasizing ch. 31-33  
Th: O/A – Ch. 34 part 1 |
| 13: 11/16, 11/18 | T: O/A – Ch. 34 part 2 (no F2F component today)  
Th: F2F – Practice quiz over ch. 34  
Th: O/A – Ch. 27 part 1 |
| 14: 11/30, 12/2 | T: O/A – 27 part 2 (no F2F component today)  
Th: F2F – Practice quiz over ch. 27 |
| 15: 12/9 | Th, 9:00: F2F, graded quiz emphasizing ch. 34, 27 |