Biology for Science Majors II Lab Syllabus and Policy Fall 2023
Bio 1107.020 and Bio 1107.023

Name: Mr. Justin Sullivan, M.S.
Department: Biology
Email: sullivanjb@sfasu.edu

* All contact via e-mail should be professional in manner with proper punctuation and grammar. Your name and your lab section should be included in the body of any email correspondence. E-mails sent in an unacceptable format will not be answered.
* Do not contact me through D2L, I will not respond. Only use my SFA email (sullivanjb@sfasu.edu).

Phone: (936) 468-5987
Office: S108
Office Hours: M 11:30am – 1pm, T 11am – 1pm, R 11:30am – 1pm or by appointment.
Department: Biology

Class Meeting Time & Place:

<table>
<thead>
<tr>
<th>Lab</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1107.020</td>
<td>W 1:00-2:50</td>
<td>E.L. Miller Science 109</td>
</tr>
<tr>
<td>1107.023</td>
<td>R 1:00-2:50</td>
<td>E.L. Miller Science 109</td>
</tr>
</tbody>
</table>

Required Materials
Subscription to SimUText computer simulations. Registration cost is $45, signup instructions information will be provided on D2L.

Suggested Materials
Campbell's Biology, 11th edition or newer

Course Website: https://d2l.sfasu.edu/
Students are responsible for checking this site regularly and being aware of weekly announcements regarding upcoming labs.

Course Description: One semester hour, three hours lab per week. Fundamental principles of animal life, including invertebrate and vertebrate animals. Required lab fee.

Pre-requisites: Must be TSI complete for all BIOL courses.

Co-requisite: BIO 1307 Lecture

GRADING POLICY
BIOL 1107 lab comprises 25% of the combined lecture & lab score. For example, if one earns an A in lecture, a C in lab, and a B overall, the transcript will record a B for both lecture (1307) and lab (1107).

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

Graded items: The course grade is based solely on the weekly activities/assignments.

ATTENDANCE AND ASSIGNMENT POLICY:
Attendance is mandatory unless otherwise stated. Unexcused absences, instances of tardiness, and disruptive behavior will incur penalties on graded assignments (5% tardiness, 5% disruptive behavior). If you miss a lab for any reason, you may use one of a limited amount of drop grades for the missed lab. The number of drop grades may vary from semester to semester, check with your lab instructor. Late assignment submissions will be penalized 20% per business day late. If extraordinary circumstances lead to excessive absences (e.g., hospital stay), communicate with the instructor regarding the situation. Certain labs can’t be made up outside of class as they may require class participation, field trips, and
demonstrations that are only available temporarily. Makeup labs for excused absences in these cases may involve a separate library research project and writing assignment.

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 Student Conduct Code, policy D-34.1, http://www.sfasu.edu/policies/student_conduct_code.asp). 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. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. If you are asked to leave, you must schedule a time to meet with me before you are allowed to attend another lab. Additional rules and guidelines for lab will be covered the first week of lab. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

STUDENT LEARNING OUTCOMES/OBJECTIVES (SLOs)

SLO 1. Demonstrate understanding of the process of science by distinguishing between science and non-science and designing experiments that address testable hypotheses. (CO1, CO3)
SLO 2. Use quantitative reasoning to interpret evolutionary and ecological data (tables, figures and graphs). (CO1, CO3, CO4)
SLO 3. Demonstrate understanding of the skills and attitudes necessary for effective teamwork in collaborative learning activities and a semester-long project. (CO1, CO2, CO4)
SLO 4. Critically assess the interrelationship of human dimensions and ecology/evolution and communicate resulting conclusions in oral, visual and written formats. (CO1, CO2, CO4)
SLO 5. Understand evolution as the unifying concept in biology. (CO1, CO2)
SLO 6. Understand the factors that govern interactions between organisms and their environments. (CO1, CO2)

PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. The student will demonstrate a good knowledge base in biological concepts. (SLOs 1, 5, 6)
PLO 2. Clearly articulate scientific information in oral form. (SLOs 3-6)
PLO 3. Clearly articulate scientific information in written form. (SLO 3-6)
PLO 4. Be able to design, carry out, and analyze experiments to answer biological questions. (SLOs 1, 2)
PLO 5. Demonstrate teamwork skills needed to coordinate diverse multidisciplinary teams to solve challenges in the biological world. (SLOs 2-4)

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. 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 Biology for Science Majors II you are also enrolling in a Core Curriculum Course that fulfills the [INSERT CORE OBJECTIVE COMPONENT] requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.
## Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>STUDENT LEARNING OUTCOMES/OBJECTIVES 1-6</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>STUDENT LEARNING OUTCOMES/OBJECTIVES 3-6</td>
</tr>
<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>STUDENT LEARNING OUTCOMES/OBJECTIVES 1,2</td>
</tr>
<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>STUDENT LEARNING OUTCOMES/OBJECTIVES 2-4</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Integrity (A-9.1):

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.

#### 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.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.
Withheld Grades Semester Grades Policy (A-54)

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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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, and 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 accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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: The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008 thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Week</th>
<th>Lab</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Aug. 28 – Sept. 1)</td>
<td>No Lab</td>
<td>No Lab</td>
</tr>
<tr>
<td>2 (Sept. 4 – Sept. 8)</td>
<td>Introduction, Experimental Design</td>
<td>SimuText</td>
</tr>
<tr>
<td>3 (Sept. 11 – Sept. 15)</td>
<td>Population Growth</td>
<td>SimuText</td>
</tr>
<tr>
<td>4 (Sept. 18 – Sept. 22)</td>
<td>Keystone Predator</td>
<td>SimuText</td>
</tr>
<tr>
<td>5 (Sept. 25 – Sept. 29)</td>
<td>Darwinian Snails</td>
<td>SimuText</td>
</tr>
<tr>
<td>6 (Oct. 2 – Oct. 6)</td>
<td>Sickle Cell</td>
<td>SimuText</td>
</tr>
<tr>
<td>7 (Oct. 9 – Oct. 13)</td>
<td>Phylogenetics</td>
<td>Handout</td>
</tr>
<tr>
<td>8 (Oct. 16 – Oct. 20)</td>
<td>Isle Royale</td>
<td>SimuText</td>
</tr>
<tr>
<td>9 (Oct. 23 – Oct. 27)</td>
<td>Protists</td>
<td>Handout</td>
</tr>
<tr>
<td>10 (Oct. 30 – Nov. 3)</td>
<td>Plant Reproduction and Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>11 (Nov. 6 – Nov. 10)</td>
<td>Angiosperm Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>12 (Nov. 13 – Nov. 17)</td>
<td>Fungi</td>
<td>Handout</td>
</tr>
<tr>
<td>13 (Nov. 20 – Nov. 24)</td>
<td>Thanksgiving Break</td>
<td>No Lab</td>
</tr>
<tr>
<td>14 (Nov. 27 – Dec. 1)</td>
<td>Invertebrate Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>15 (Dec. 4 – Dec. 8)</td>
<td>Vertebrate Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>16 (Dec. 11 – Dec. 15)</td>
<td>Finals Week</td>
<td>No Lab</td>
</tr>
</tbody>
</table>