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: T 9am – 11am, W 11am – 12pm, R 9am – 11am, or by appointment.

Class Meeting Time & Place:
Bio 1107.021 W 1:00-2:50  E.L. Miller Science 109
Bio 1107.022 W 3:00-4:50  E.L. Miller Science 109
Bio 1107.023 T 1:00-2:50  E.L. Miller Science 109

Required Materials
Subscription to SimUText computer simulations. Registration cost is $50, signup instructions information will be provided on D2L.

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 (BIOL 1307) and lab (BIOL 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:

You can find SFA’s official policy regarding absences here. Below is a relevant excerpt:

“At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.”
“Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.”

ALL REQUESTS FOR AN EXCUSED ABSENCE MUST BE MADE THROUGH THE SFASU DEAN OF STUDENTS WEBSITE (as per new UT policy). You may navigate to: https://www.sfasu.edu/deanofstudents/about/welcome Once there, select “Student Outreach & Support” and then “Notify Faculty of Absence”. As per new policy, you will be required to provide documentation when requesting absence notification. If your documentation or reason for absence is accepted by this office, they will in turn notify me. Ther are time limits to this process so, if you miss for any reason, be sure to submit a request in a timely fashion. UNDERSTAND, EVEN IF THE Office APPROVES YOUR REQUEST, IT IS STILL AT THE DISCRETION OF THE FACULTY TO ACCEPT YOUR REQUEST FOR MAKE UP WORK. IF THIS OFFICE DOES NOT APPROVE YOUR REQUEST FOR NOTIFICATION, NO ACCOMMODATION WILL BE MADE. In some cases of illness (with the exception of a COVID diagnosis), the Dean of Students will not issue an absence notification. In this case, it is up to you to provide documentation of the illness from a medical provider.

The pertinent applications in BIOL 1107 are:

- **YOU MISS A LAB. YOU MUST SUBMIT A “NOTIFY FACULTY OF ABSENCE” request, OR, in case of illness, proper documentation from a medical provider:**
  - Once I receive this notification, I will contact you regarding a make – up and when it will be opened for you. When a make-up exam is warranted, it will be made available AT THE INSTRUCTOR’S EARLIEST CONVENIENCE. Makeup work will not be allowed for unexcused absences. 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.

- **SimUText labs are open for at least a week before being due.**
  - If you know you are going to be absent on a due date due to a University sponsored outing, TURN IN THE ASSIGNMENT EARLY.
  - Being ill on the day an assignment is due IS NOT AN EXCUSED ABSENCE, as you had at least a week to complete the assignment. Don’t wait till the last minute to turn in assignments.
  - DUE DATES ARE FIRM AND WON’T, EXCEPT IN THE CASE OF AN SFASU ADMINISTRATION DECISION, BE EXTENDED.

- **You will be permitted to make up a maximum of 15% of GRADED ASSIGNMENTS (as per SFA official policy). This equates to a total any combination of lab assignments to reach 15%. Missed work beyond this will be recorded as “0”s.**

**E-mail policy**

I will be periodically communicating with you via e-mail. I use your OFFICIAL SFA E-MAIL ADDRESS FOR THIS PURPOSE. It is your responsibility to check your e-mail regularly and, if you have your SFA account forwarded to some secondary account, to be certain this is not full and can receive messages (the University policy regarding e-mail can be read here). As per the referenced SFA policy, D2L email IS NOT CONSIDERED OFFICIAL. If you wish me to see your email AND respond, DO NOT USE THE D2L e-mail function – ALWAYS USE YOUR OFFICIAL SFA address. For efficient responses, please follow the “e-mail etiquette” suggestions below:

- Include a subject line: Include your course number, section and reason for reaching out (for example, PSYC-2301-53240: Help with Assignment 3).
- Be courteous: Begin your email with a greeting that addresses your instructor respectfully and professionally, such as "Dear Mr. Smith" or "Hi Dr. Jones."
- Provide detail: Be specific about why you are reaching out and what you are having problems with. For example, “in section 6.1.2 Neurons, I’m not clear on...”. E-mail should be considered a professional form of communication – you should use proper grammar and spelling.
• Close with your full name: After your message, end with a closing and signature, such as "Sincerely, Jane Doe" or "Thanks, John Doe."

• A response may take time: I will try to get back quickly, but don’t expect a response within a few minutes. It can take up to 24 hours for an instructor to respond. If e-mails arrive during office hours, I will do my best to answer them on the same day as well. For e-mails that arrive AFTER office hours, it may take 24 hours or more for a response; this is especially true if you send the e-mail in the evening, on weekends, or on a holiday. I do not check e-mail in the evenings, weekends, or on holidays.

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 Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork requirement.

**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>
</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/academic_integrity.asp

**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.

**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/.

**Mental Health and Wellness**

*Please copy and paste the following information into your course syllabus.*

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](http://www.sfasu.edu/counselingservices) Rusk Building, 3rd Floor 936.468.2401
- **SFA Human Services Counseling Clinic**
  [www.sfasu.edu/humanservices/139.asp](http://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
## Tentative Lab Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Jan. 15 – Jan. 19)</td>
<td>No Lab</td>
<td>No Lab</td>
</tr>
<tr>
<td>2 (Jan. 22 – Jan. 26)</td>
<td>No Lab</td>
<td>No Lab</td>
</tr>
<tr>
<td>3 (Jan. 29 – Feb. 2)</td>
<td>Introduction, Experimental Design</td>
<td>SimuText</td>
</tr>
<tr>
<td>4 (Feb. 5 – Feb. 9)</td>
<td>Population Growth</td>
<td>SimuText</td>
</tr>
<tr>
<td>5 (Feb. 12 – Feb. 16)</td>
<td>Keystone Predator</td>
<td>SimuText</td>
</tr>
<tr>
<td>6 (Feb. 19 – Feb. 23)</td>
<td>Darwinian Snails</td>
<td>SimuText</td>
</tr>
<tr>
<td>7 (Feb. 26 – Mar. 1)</td>
<td>Sickle Cell</td>
<td>SimuText</td>
</tr>
<tr>
<td>8 (Mar. 4 – Mar. 8)</td>
<td>Phylogenetics</td>
<td>Handout</td>
</tr>
<tr>
<td>9 (Mar. 11 – Mar. 15)</td>
<td>Spring Break</td>
<td>No Lab</td>
</tr>
<tr>
<td>10 (Mar. 18 – Mar. 22)</td>
<td>Isle Royale</td>
<td>SimuText</td>
</tr>
<tr>
<td>11 (Mar. 25 – Mar. 29)</td>
<td>Protists</td>
<td>Handout</td>
</tr>
<tr>
<td>12 (Apr. 1 – Apr. 5)</td>
<td>Plant Reproduction and Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>13 (Apr. 8 – Apr. 12)</td>
<td>Angiosperm Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>14 (Apr. 15 – Apr. 19)</td>
<td>Fungi</td>
<td>Handout</td>
</tr>
<tr>
<td>15 (Apr. 22 – Apr. 26)</td>
<td>Invertebrate Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>16 (Apr. 29 – May 3)</td>
<td>Vertebrate Diversity</td>
<td>Handout</td>
</tr>
<tr>
<td>17 (May 6 – May 10)</td>
<td>Finals Week</td>
<td>No Lab</td>
</tr>
</tbody>
</table>