Instructor: Tom Dudley
Department: Biology
Office: S-107 Miller Science Building
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E-mail: dudleytd@sfasu.edu

Class Time and Location: Monday 11:00 AM - 12:50 PM, Miller Science Building Room 212
Office hours: Tuesday: 11:30 AM - 2:00 PM; Wednesday: 12:15 - 1:00; 2:15 - 3:00; Thursday: 1:00 - 2:00; available by appointment at other times. Office hours are face-to-face during the posted hours, but can be done via Zoom by request.

* All contact via e-mail should be professional in manner with proper punctuation and grammar. E-mails sent in an unacceptable format will not be answered. **Do not send emails through D2L**!


Course Description:
This lab course is for one semester hour, two hours of lab work per week. Students have significant weekly assignments to prepare for lab each week. Labs involving critical thinking and quantitative reasoning. Students are tested over the material via quizzes and 4 lab practicals. Students are expected to prepare prior to each lab, conduct experiments and report results. Students have required academic components and online assignments. These activities, inclusive of the lab expectations and academic components, average a minimum of 3 hours of work each week.
Not open to students who have received credit for BIOL 3340. Not open for credit for biology majors or minors. Co-requisite: BIOL 2301.

Number of Credit Hours: 4 total: 3 from Lecture & 1 from Lab

General Education Core Curriculum Objectives/Outcomes:
CO 1: Critical Thinking: to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information
CO 2: Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
CO 3: Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
CO 4: Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Program Learning Outcomes:
It is a co-requisite to a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course

Student Learning Outcomes:
SLO 1: Students will describe the structure, function, and location of the major components of integumentary, skeletal, muscular, and nervous body systems. (COs 1-4)
SLO 2: Students will explain how various body systems interact in order to maintain homeostasis. (COs 1, 2)
SLO 3: Students will use correct anatomical and physiological terminology. (CO 2)
SLO 4: Students will demonstrate proper use and care of a compound light microscope. (CO 3)
SLO 5: Students will collect qualitative and quantitative data, analyze results, and draw conclusions. (COs 1, 3)

Purpose of the Biology Laboratory:
The laboratory is an important part of the introductory biology experience. The lab is intended to add to and /or supplement the lecture portion of the course by providing you an opportunity to experience “hands-on” some of the theories and principles that are presented in lecture. The lab also helps students evolve from “memorizers” to “thinkers.” In the lab, you must have the mindset of a biologist – you must have a clear question for which you are seeking an answer and you must use information gained from one area of science to interpret another. Development of critical thinking, data analysis, and sound laboratory techniques are core elements of the laboratory.

Course Requirements:
Students must enroll in both lecture (BIO2301) and lab (BIO2101) and **final grades will reflect both components**. Lab includes quizzes, labs, participation & lab practicals.
**You will be assigned a time to take practical exams if you do not show for the practical exam during the assigned time you will not be allowed any make ups.**

**Grading Policy:**
Lab grades will be based on 4 practical examinations, online quizzes, participation and pre/post-lab work. Overall anatomy and physiology grades will weight lecture as 65% and lab as 35%. Final grades will be assigned according to the following scale:
- A: 100% - 90%
- B: 89.9% - 80%
- C: 79.9% - 70%
- D: 69.9% - 60%
- F: < 59.9%

The following weights will be used to calculate the lab grade: 4 Practical Exams: 75%; Quiz Average: 25%

**Attendance will be taken at the beginning and end of each lab. Three unexcused absences will result in a letter grade deduction from the final lab grade.**

**Note: Failing either Lab or Lecture will result in an F for BOTH.**

**Making Up Assignments/ Attendance:**
You must have an excused absence to make up any practical, quiz or assignment. Excused absences only include death in the family, sickness, or school related function.

- **Sickness** - If you are sick you must provide a doctor’s note consistent with the date of the class missed within 24 hours of your lab through email. **If you do not contact me 24 hours before your lab you will not be allowed to make up the quiz or practical.**
- **Family emergency or death** - If there is a family emergency or death in the family you will need to contact the Office of Student Rights and Responsibilities (room 315 Rusk Building, (telephone) 936-468-2703) and request an absence notification be sent to your instructors. The Office of Student Rights and Responsibilities will notify all your instructors of your absence.
- **School function** - If you will be absent due to a school related function you need to notify me at least 24 hours in advance and provide a signed note from the facility member in charge of the function.

**Financial Responsibilities:**
You will be working with expensive lab materials, and you are responsible for any damage. Also, know that all lab materials are to remain in the lab under the supervision of the lab instructors. If you damage or break any lab materials, you will receive a failing grade in lab until the equipment is paid for. If any lab materials are taken from the lab you will receive a failing grade and be required to pay for the missing equipment.

**Course Evaluations:**
A course evaluation the week before the final is available on MySFA. Your participation in this survey allows me to ensure students’ lab experiences are optimal. Your opinion, both positive and negative, is highly valued.

**Withdrawal Policy:**
It is the student’s responsibility to withdraw from the course if necessary. The last day to withdraw from a course can be found on the Registrar’s Office website.

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<thead>
<tr>
<th>DATE</th>
<th>EXAM</th>
<th>EXERCISES</th>
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<tbody>
<tr>
<td>February 12th</td>
<td>Practical 1</td>
<td>Body Organization and Terminology; The Microscope; Cell Structure and Division; Histology</td>
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<tr>
<td>March 4th</td>
<td>Practical 2</td>
<td>Body Organization and Terminology; Histology; The Skeletal System</td>
</tr>
<tr>
<td>April 1st</td>
<td>Practical 3</td>
<td>Body Organization and Terminology; Histology; Articulations; Muscular System</td>
</tr>
<tr>
<td>April 29th</td>
<td>Practical 4</td>
<td>Body Organization and Terminology; Histology; The Nervous System; Special Senses</td>
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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, telephone (936)468-3004, (936)468-1004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations 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/.

Class Disruptions:
Class disruptions will not be tolerated because they detract from other students’ learning. As adults, students should be able to sit through a class without disturbing others. Lab is a learning environment, and you should benefit from it as much as you can. To minimize disruptions and to make the lab time beneficial for all of you, points will be deducted from the student’s participation grade following each incident. The following are examples of class disruptions:

1. **cell phone usage**: only for learning purposes (texting, calling, answering, social media, any use that distracts from learning is not allowed)
2. coming in late
3. leaving early
4. leaving a dirty work area; please clean up your messes
5. non-participation
6. misuse of microscopes, specimens, slides, or models
7. failing to obey lab rules

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). 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. 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.

Academic Integrity (4.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and 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 (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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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

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)
JobCrisis Text Line: Text HELLO to 741-741

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 & Support, Food Pantry, Wellness Coaching, Alcohol & Other Drug Education.

Course Calendar:
* Lab exercises may need to be re-arranged. However, I will strive to keep the dates as shown.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab</th>
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<tbody>
<tr>
<td>Week 1 (Jan.15– Jan. 19)</td>
<td>No Lab</td>
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| Week 2 (Jan. 22 – Jan. 26) | Syllabus
                                    | Body Organization and Terminology        |
| Week 3 (Jan. 29 – Feb. 2) | The Microscope
                                    | Cell Structure and Division              |
| Week 4 (Feb.5 – Feb. 9) | Histology                                |
| Week 5 (Feb. 12 – Feb. 16) | Practical #1                             |
| Week 7 (Feb.26 – March. 1) | The Skeletal System: Appendicular Skeleton |
| Week 8 (March 4 – March 8) | Practical #2                             |
| Week 9 (March 11 – March 15) | Spring break                            |
| Week 10 (March 18 – March 22) | Articulations
                                    | Muscular System: Axial                   |
| Week 11 (March 25 – March 29) | Muscular System: Appendicular            |
| Week 12 (April 1 – April 5) | Practical #3                             |
| Week 13 (April 8 – April 12) | The Nervous System                       |
| Week 14 (April 15 – April 19) | The Nervous System                       |
| Week 15 (April 22 – April 26) | Special Senses                           |
| Week 16 (April 29 – May 3) | Practical #4                             |